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**BI-ENNIAL REPORT**  
OF THE  
**Superintendent of Public  
Instruction**  
OF THE  
**STATE OF FLORIDA**

FOR THE  
**Two Years Ending June 30, 1902.**

**WILLIAM N. SHEATS,**  
Superintendent of Public Instruction.



**I. B. HILSON**  
**STATE PRINTER**  
**TALLAHASSEE, FLA.**  
**1903**



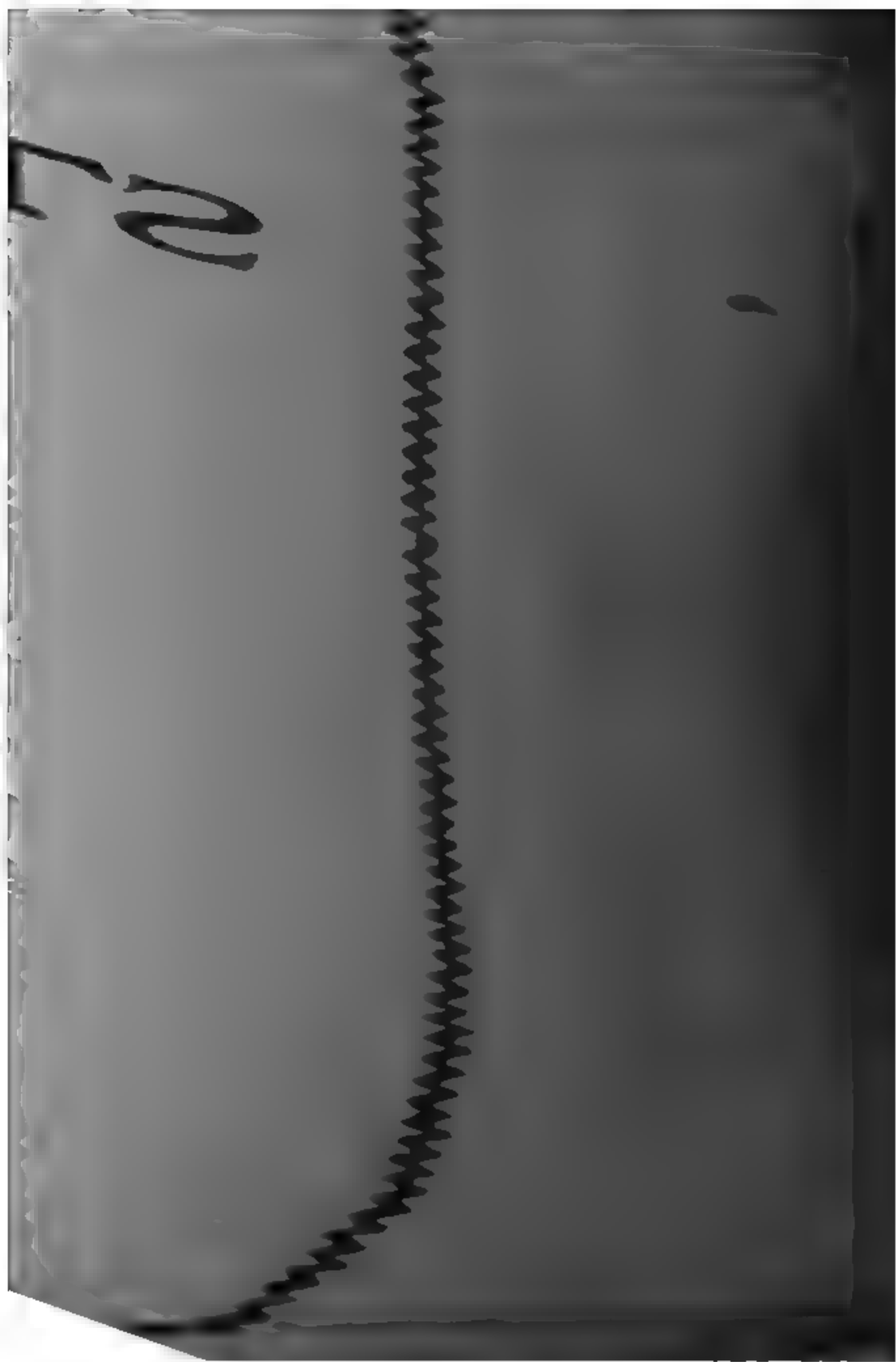


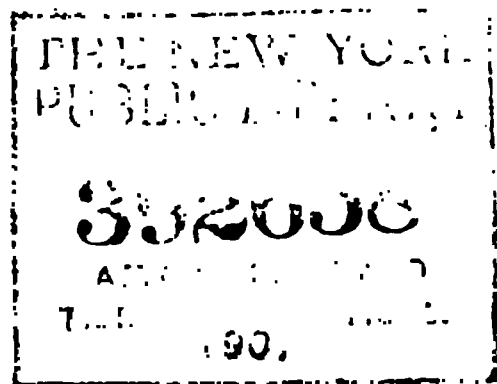












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REGISTER OF STATE SUPERINTENDENTS

	Term Began.
C. Thurston Chase - - -	August, 1868
Rev. Chas. Beecher - - -	March 18, 1871
Jonathan C. Gibbs (colored) -	January 23, 1873
Samuel B. McLin, Secretary of State and Acting State Superintendent -	August 17, 1874
Rev. William Watkin Hicks -	March 1, 1875
William P. Haisley - - -	January 6, 1877
Eleazer K. Foster - - -	January 31, 1881
Albert J. Russell - - -	February 21, 1884
Wm. N. Sheats - - -	January 3, 1893

STATE BOARD OF EDUCATION

Ex-Officio

1901—1903

Wm. S. Jennings, President -	Governor
John L. Crawford - - -	Secretary of State
Jas. B. Whitfield - - -	State Treasurer
Wm. B. Lamar - - -	Attorney General
Wm. N. Sheats, Secretary -	
	State Supt. Pub. Instruction

1903—1905

Wm. S. Jennings, President -	Governor
H. Clay Crawford - - -	Secretary of State
Wm. V. Knott - - -	State Treasurer
Jas. B. Whitfield - - -	Attorney General
Wm. N. Sheats, Secretary -	
	State Supt. Pub. Instruction





(Frontispiece.)

CENTRAL GRAMMAR SCHOOL, JACKSONVILLE.



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## LETTER OF TRANSMITTAL.

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Department of Public Instruction,  
Tallahassee, Fla., July 1, 1902.

To His Excellency, Wm. S. Jennings, Governor of  
Florida:

Sir:—In compliance with Section 27, Article IV, of  
the Constitution of the State, I have the honor to sub-  
mit herewith the Bi-ennial Report from the Department  
of Public Instruction for the two years beginning July  
1, 1900, and ending June 30, 1902.

Yours obediently,

WM. N. SHEATS,  
State Superintendent Public Instruction.

# STATE OF FLORIDA

Department of Public Instruction, Capitol,  
Tallahassee.

WM. N. SHEATS,	/	/	State Superintendent		
HENRY E. BENNETT,	/	/	/	/	Clerk
MISS MATTIE VINSON.	/	Typewriter and Stenographer			

# REPORT

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## Of the Thirty-first and Thirty-second Years of the Public Schools of Florida

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### INTRODUCTION.

In presenting this, my Fifth Bi-ennial Report, with the view of showing the condition of public education in the State and of advocating changes deemed advisable for the promotion of educational advancement, it is confessed that it is not done with the same relish as foregoing reports, since they seem to have been thrust aside without even casual examination by those for whom they were specially intended.

One of the original intentions in requiring a report from a State officer was to furnish reliable data in the field of operation covered by the report as the basis of needful legislation. The usual consideration given educational reports tends to cause the makers to feel that they are superfluous—love's labor practically lost—and that expert information is not desired or needed for school legislation. Though such appears to be the reception accorded school reports in general, past ones in this State in particular, yet there has been no relaxation in painstaking and exhaustive effort to cause the statistics and other data in this report to present real educational conditions. So far from relaxation, the attempt has been made to make each recurring report surpass the preceding one in a full and faithful presentation of every fact that may in any way prove instructive or helpful. Hence, each report is sent forth with a feeling that it is worthy of greater credence than the one which preceded it.

The labor of receiving, investigating and tabulating the reports of County Superintendents, as well as of collecting and collating other matter for this report, was made the special duty of Mr. Henry E. Bennett, the faith-

ful and efficient clerk in the Educational Department. No one without experience in preparing the material for a State School Report has any conception of the exhaustive labor such service entails. The facts are presented without veneering, being neither overdrawn nor underdrawn, that they may tell the true and the whole story, and are invaluable to those who will investigate and use them in promoting educational advancement.

The status of educational affairs in each county is presented in detail in tabulated form, for the years 1901 and 1902 in Chapters III and IV, the State statistics being simply the totals of the county statistics. It is due to County Superintendents to say that, as a whole, greater care is manifest in recording and reporting the minutiae of county school affairs, though there is still room for improvement on the part of some. The showing in these two chapters discloses quite a wide difference in the interest and degree of development in education in the different counties, the same being true as to the different sections of the State. This marked difference is owing largely to the degrees of interest and qualifications in school officers elected to administer county schools. A careful study of these officers demonstrates beyond question, "As are the school officers of a county so are the schools."

It can but be dampening to the ardor of a school official to expend untold labor upon a school report and, after careful study in the light of the facts presented, with the added endorsement of leading experts in the country at large, to recommend needful changes in law, then to witness both report and recommendations cast aside and apparently ignored without investigation. It is at least calculated to provoke the wish that those charged with the duty of enacting laws affecting education would study educational reports of their own as well as of other States, particularly the report of the United States Commissioner of Education, which presents the comparative statistics of all the States in brief and convenient form for investigation. It is patent that the same indifference, half-opposition, or illiberality towards providing maintenance for the schools would not exist if there was more information as to the comparative rank of the State in all matters educational, especially the small expenditure for education as compared with a majority of the States.

It is often urged that this small expenditure is due to poverty, but an investigation of the individual wealth of the several States, as shown in the Census of 1900, will prove that it is due not so much to poverty as to want of interest, or failure to consider the consequence of ignorance to the individual, the community, or the State. It was no less an authority than Thomas Jefferson who said, "Preach a crusade against ignorance; establish and improve the law for educating the common people." He also said, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."

The public prints are full of statistics showing how small are the chances for success in any vocation of life for the ignorant or half-educated when contrasted with others enjoying better educational advantages. No patriot can be content that his own State should rank behind the very best in providing for school maintenance, or that it shall fail to enact such laws as will insure to her own youth equal chances in life with those reared anywhere else.

It is with some feeling of congratulation that *growth* can be reported for the present biennium as well as for every other since the establishment of the public school system. This growth is rather small, hardly greater than the increase in population in the State, still it gives some satisfaction since it was stated four, and again two years ago, that the public schools must prove disappointing and must decline unless more liberal support be accorded them by the removal of the limitation upon the county school levy. The only growth that is marked and reported with pride is the manifest increase in professional spirit on the part of the teaching body, the awakening interest in county officials charged with the administration of the schools; more than both of these is the interest in public education developed among the masses.

This latter is clearly demonstrable in the general demand for better teachers, longer school terms, better school bulidings, and in the large increase in the number of special tax districts. This increase was 71 districts in the year 1902, and the percentage of increase has been much larger since the beginning of the school year 1903.

At present, over 400 schools are housed in better buildings, have longer terms, and are in every way improved through the benefits of this tax voted upon themselves by the patrons. While the growth along material lines has been small, yet the increase in the directions just enumerated gives evidence of a brighter future, and the present outlook gives assurance that the time is not far distant when a majority of the people will rise in their might and demand the removal of estoppels which retard growth. It is fully believed that before many years lapse the 5-mill restriction will be abolished, a compulsory educational law will be in force, the examination system will be amended or a better system substituted, each county will maintain one High School for eight months, and many other changes recommended in this and previous reports will come as a demand from those who make and unmake officials and legislatures.

The plan of this report is outlined in the Table of Contents. It is composed of twelve Chapters, the introduction to each explaining the grounds for its insertion and indicating its contents.

Chapter I. contains what is styled State Statistics in brief and convenient form. These are the totals of the several items in the county reports tabulated in Chapters III. and IV.

Chapter II. contains observations on the Statistics in Chapter I.

Chapters III. and IV. simply tabulate the county statistics for the years 1901 and 1902. From the Tables of which may be gleaned every item likely desired to be known in regard to the schools of any county.

Chapter V. contains samples of examination questions used during the biennium.

Chapter VI. records the reports of Institutes or Summer Schools for the past two years, showing in detail all data appertaining and how the legislative appropriation and Peabody donation were expended.

Chapters VII., VIII. and IX. are devoted to the reports of State Institutions, Private and Denominational schools of high grade, and of some graded and high schools which have erected creditable buildings during the past two years, also the pictures of a few of these buildings. Several of these could not be presented as it

was impossible to get those in charge to furnish cuts of the buildings.

Chapters X. and XI. contain the special reports of County Superintendents and the proceedings of their State Convention. Much space is given these special reports through a desire to employ my co-workers as witnesses to sustain the plea made for advancement and to give them the opportunity to go on record. Certainly no one can question the conservatism, the interest, and the wisdom of this body of experienced men, living among the schools and constantly experiencing the defects in the law that impede healthy and rapid advancement. It is with pleasure that I am able to state with confidence that I believe a very large majority of this body are in full sympathy with the cause of education and in full accord with me in the changes in law and administration which I have recommended.

Chapter XII. contains the recommendations from this Department regarding desirable changes in the school laws.

This report is presented with the sincere hope that the time, labor, and cost of its preparation will be fully compensated for by the consideration given it and the cheerful and speedy adoption of such measures as will secure the best development of our educational system.





## CHAPTER I.

### SUMMARY AND COMPARATIVE STATISTICS AND OBSERVATIONS THEREON.

The term *Summary* here used simply means the State Statistics, or the totals of the County Statistics which are combined in the Tables in Chapters III. and IV.

The Statistics of the school year 1896 are placed in this Chapter beside those of 1901 and 1902. It would have been preferable to have used the data of 1892, causing the comparison to embrace a full decade rather than *six years*, but the statistics of 1892 are so incomplete as to prevent comparison on many material points, while those of 1896 are fuller and more reliable, and also because the most perfect school census recorded up to that date was taken in that year. Hence the following Summary and *Comparative Statistics* show the public school growth for a period of only six years.

As explained in previous reports the object in introducing the Statistics of a preceding year in a line with the totals of the two years for which report is made, is to provide a view-point for comparison in order that the busy investigator may see at a glance whether or not decline or advancement has been made.

A school year begins with the first day of July and closes with the 30th day of the following June, thus embracing halves of two separate calendar years, but in the interest of brevity a school year is designated in this report by the calendar years in which it closes; for example, the school year 1895-6, composed of the last six months of 1895 and the first six months of 1896, is designated as the school year 1896.

*Total Population—*

	†	*	*
Both races.....	464,639	547,040	560,189
Whites .....	271,561	320,019	327,710
Negroes.....	193,078	227,021	232,479

*School Population (16 to 21)*

	**	††	††
Both races.....	152,598	163,768	166,143
Whites.....	86,196	94,985	96,352
Negroes .....	66,402	68,783	69,791
White males.....	45,297	48,704	49,809
Negro males.....	33,369	34,361	34,672
White females.....	40,899	46,281	46,543
Negro females.....	33,033	34,422	35,119
Youth 18 to 21.....	15,255	16,612	16,853
Whites.....	8,834	10,371	10,510
Negroes .....	6,421	6,241	6,343
Youth 6 to 18.....	137,343	147,156	149,290
Whites.....	77,362	84,614	85,842
Negroes.....	59,981	62,542	63,448
Youth 6 to 10.....	66,212	70,194	71,218
Whites.....	36,166	39,512	40,074
Negroes.....	30,046	30,682	31,144

† State Census of 1895.

†† Estimated from School Census of 1900.

\*\* School Census of 1896.

\* Estimated from U. S. Census of 1900.

*Educational Status of all Youth—*

	Census 1896	Census 1900
Total in chart.....	21,605	19,917
Whites.....	9,785	7,744
Negroes.....	11,820	12,173
Total in First Reader.....	22,705	26,318
Whites.....	11,856	13,067
Negroes.....	10,849	13,251
Total in Second Reader.....	22,294	24,495
Whites.....	11,856	12,954
Negroes.....	10,438	11,541
Total in Third Reader.....	22,080	23,631
Whites.....	12,903	13,851
Negroes.....	9,157	9,780
Total in Fourth Reader.....	21,873	23,213
Whites.....	14,473	15,614
Negroes .....	7,400	7,599
Total in Fifth Reader.....	12,783	15,598
Whites.....	9,545	12,077
Negroes.....	3,238	3,521
Total in Higher Branches.....	13,879	15,681
Whites.....	11,935	13,239
Negroes.....	1,944	2,442

*Illiterates between 10 and 21—*

Total that cannot read.....	6,752	4,031
Whites.....	2,033	779
Negroes.....	4,719	3,252
Total that cannot write.....	10,152	5,991
Whites.....	3,164	1,526
Negroes.....	6,988	4,465

## Census 1896    Census 1900

*Defective Youth between 6 and 21—*

Total defective.....	146	227
Total blind.....	41	48
Whites.....	17	33
Negroes.....	24	15
Total deaf mutes.....	105	102
Whites.....	61	68
Negroes.....	44	34
Total idiotic and insane.....		83
Whites.....		59
Negroes.....		24
Total deaf mute and idiotic.....		4
Whites.....		2
Negroes.....		2
Total blind, deaf and idiotic.....		1
White.....		1

*Number of Schools—*

	1896	1901	1902
For both races.....	2,350	2,485	2,470
For whites.....	1,781	1,823	1,818
For negroes.....	569	662	652

*School Enrollment—*

For both races.....	100,373	111,607	112,384
Whites.....	63,586	68,029	69,541
Negroes.....	36,787	43,578	42,843
White males.....	33,188	34,512	35,374
Negro males.....	17,472	20,475	20,000
White females.....	30,398	33,517	34,167
Negro females.....	19,315	23,103	22,843

*Educational Status of Youth Enrolled—*

Total in chart.....	15,292	15,411
Whites.....	6,151	6,228
Negroes.....	9,140	9,183
Total in First Reader.....	22,022	22,024
Whites.....	11,487	11,776
Negroes.....	10,535	10,248
Total in Second Reader.....	17,986	17,723
Whites.....	9,893	9,958
Negroes.....	8,093	7,765
Total in Third Reader.....	17,942	18,166
Whites.....	10,836	10,972
Negroes.....	7,106	7,194
Total in Fourth Reader.....	17,480	17,301
Whites.....	12,189	12,160
Negroes.....	5,291	5,141
Total in Fifth Reader.....	12,585	12,746
Whites.....	9,808	9,989
Negroes.....	2,777	2,757
Total in Higher Branches.....	8,644	11,028
Whites.....	7,997	10,087
Negroes.....	647	991

73  
1902

	1896	1901	1902
<i>Average Daily Attendance—</i>			
Both races.....	66,135	75,325	76,164
Whites.....	41,992	45,202	46,283
Negroes.....	24,143	30,123	29,881
White males.....	22,287	22,589	22,971
White females.....	19,705	22,613	23,312
Negro males.....	11,896	13,960	13,891
Negro females.....	12,247	16,163	15,990
<i>Aggregate Number of Days Schooling Given—</i>			
Both races.....	6,731,814	7,952,054	7,965,291
Whites.....	4,507,603	5,017,517	5,152,675
Negroes.....	2,224,211	2,934,537	2,812,610
<i>Average Length of School Term in Days—</i>			
Both races.....	102	96	94
Whites.....	107	98	96
Negroes.....	92	98	88
<i>Average Number of Youth for Each School—</i>			
Both races.....	65	66	67
Whites.....	48	52	53
Negroes.....	117	104	107
<i>Average Enrollment for Each School—</i>			
Both races.....	43	45	46
Whites.....	36	37	38
Negroes.....	64	66	66
<i>Average Daily Attendance for Each School—</i>			
Both races.....	28	30	31
Whites.....	24	25	25
Negroes.....	42	45	46
<i>Percentage of all Youth Enrolled—</i>			
Both races.....	66	68	68
Whites.....	74	72	72
Negroes.....	55	63	62
<i>Percentage of Enrolled in Daily Attendance—</i>			
Both races.....	66	77	68
Whites.....	66	66	64
Negroes.....	66	69	70
<i>Average Days Schooling Given for Every Child—</i>			
Both races.....	44	49	49
Whites.....	52	54	55
Negroes.....	38	43	41
<i>Number of Teachers' Positions Filled—</i>			
Both races.....	....	3,281	3,256
Whites.....	....	2,413	2,402
Negroes.....	....	868	854

	1896	1901	1902
<i>Average Number of Youth per Teacher—</i>			
Both races		49	51
Whites		33	40
Negroes		79	82
<i>Average Enrollment per Teacher—</i>			
Both races		34	35
Whites		28	29
Negroes		50	50
<i>Average Daily Attendance per Teacher—</i>			
Both races		23	23
Whites		19	19
Negroes		34	35
<i>Number of Different Teachers Employed—</i>			
Both races	2,508	2,773	2,799
Whites	1,929	2,004	2,129
Negroes	579	679	670
White males	753	645	623
White females	1, 76	1,449	1,506
Negro males	293	292	276
Negro females	286	387	394
<i>Certificates Held by Teachers Employed—</i>			
Total Life Certificates		3	5
White males		3	4
White females			1
Total Primary Life Certificates			
White females	21	12	11
Total State Certificates	10	10	11
White males	8	7	5
White female	2	3	6
Total First Grade County			
Certificates	387	576	611
Whites	345	531	557
Negroes	42	45	54
White males	150	234	251
White females	195	297	306
Negro males	33	32	34
Negro females	9	13	20
Total Second Grade County			
Certificates	1,370	1,318	1,338
Whites	1,121	1,014	1,037
Negroes	249	304	301
White males	378	255	235
White females	743	759	802
Negro males	130	129	122
Negro females	119	175	179
Total Third Grade County			
Certificates	733	735	764
Whites	445	417	458
Negroes	288	318	306
White males	181	108	113
White females	264	309	345

	1893	1901	1902
Negro males.....	130	126	116
Negro females.....	158	192	190
Total Temporary Certifi- cates.....	.....	119	48
Whites.....	.....	107	42
Negroes.....	.....	12	6
White males.....	.....	38	12
White females.....	.....	69	30
Negro males.....	.....	5	2
Negro females.....	.....	7	4
Total Aged Teachers' Cer- tificates.....	.....	.....	11
Whites.....	.....	.....	8
Negroes.....	.....	.....	3
White males.....	.....	.....	3
White females.....	.....	.....	5
Negro males.....	.....	.....	2
Negro females.....	.....	.....	1

*Other Facts Relative to Teachers Employed—*

Total Graduates Normal Schools.....	*363	*283	*336
Whites.....	305	219	259
Negroes.....	58	64	77
White Males.....	122	89	120
White Females....	183	130	139
Negro Males.....	28	33	28
Negro Females.....	30	31	49

\*Evidently includes many who simply attended some Normal School; not so many full graduates.

Total attendants at Summer Schools.....	641	586	544
Whites.....	504	449	366
Negroes.....	137	137	178
White males.....	142	136	151
White females.....	362	313	315
Negro males.....	53	62	71
Negro females.....	84	75	108
Total Attendants at State Associations.....	346	424	506
Whites.....	259	341	404
Negroes.....	87	83	102
Total Subscribers to Educa- tional Journals.	1,318	1,425	1,581
Whites.....	1,040	1,072	1,184
Negroes.....	278	353	397
Total non-residents of State	104	88	115
Whites.....	90	80	109
Negroes.....	14	8	6
Total non-residents of Coun- ty where teaching.....	257	365	439
Whites.....	179	271	328
Negroes.....	78	94	111
Average age of Teachers...	.....	28	29

	1895	1901	1902
White males.....	.....	30	30
White females.....	.....	28	28
Negro males.....	.....	33	32
Negro females.....	.....	26	27
Average months taught in life.....	.....	38	42
White males.....	.....	47	45
White females.....	.....	31	32
Negro males.....	.....	67	65
Negro females.....	.....	38	39
<i>Average Monthly Salary Paid Teachers—</i>			
Both races.....	\$35.44	\$35.24	\$35.57
Whites.....	36.22	37.78	37.16
Negroes.....	29.50	27.84	28.10
White males.....	40.52	42.96	44.49
White females.....	33.53	35.63	35.44
Negro males.....	31.15	29.56	29.89
Negro females.....	27.64	26.46	26.78
<i>Highest Monthly Salary Paid Teachers—</i>			
White males.....	\$187.50	\$150.00	\$150.00
White females.....	100.00	100.00	90.00
Negro males.....	80.00	100.00	100.00
Negro females.....	50.00	50.00	50.00
<i>Lowest Monthly Salary Paid Teachers—</i>			
White males.....	.....	\$15.00	\$15.00
White females.....	.....	15.00	15.00
Negro males.....	.....	15.00	15.00
Negro females.....	.....	15.00	12.50
<i>Aggregate Salaries Paid Teachers—</i>			
Both races.....	\$474,514.22	\$558,513.70	\$569,735.33
Whites.....	383,809.35	444,954.07	460,229.66
Negroes.....	90,704.87	113,559.63	109,505.67
White males.....	164,919.25	152,107.26	150,473.53
White females.....	218,890.10	292,846.81	309,756.13
Negro males.....	50,993.22	54,469.26	49,585.07
Negro females.....	39,711.65	59,090.37	59,920.60
<i>Result of Uniform Examinations—</i>			
Total Examinees.....	2,598	1,655	1,846
Whites.....	.....	1,069	1,201
Negroes.....	.....	586	645
Total Certificates issued...	1,702	1,113	1,306
Whites.....	1,317	852	984
Negroes.....	385	261	322
Total Examinees failing to pass.....	896	542	540
Whites.....	.....	217	217
Negroes.....	.....	325	323
Percent failing.....	34	33	29
Whites.....	.....	20	18



	1896	1901	1902
Negroes.....	....	55	50
Total First Grade Certificates Issued.....	231	181	231
To whites.....	221	173	225
To negroes.....	10	8	6
To white males.....	110	80	95
To white females.....	111	93	130
To negro males.....	9	8	6
To negro females.....	1	0	0
Total Second Grade Certificates Issued.....	752	405	527
To whites.....	625	341	432
To negroes.....	127	64	95
To white males.....	183	88	110
To white females.....	42	253	322
To negro males.....	53	33	42
To negro females.....	74	31	53
Total Third Grade Certificates Issued.....	719	527	548
To whites.....	471	338	327
To negroes.....	248	189	221
To white males.....	181	85	81
To white females.....	290	253	246
To negro males.....	108	87	81
To negro females.....	140	102	140

*School Property—*

Total school houses.....	2,238	2,342	2,336
For whites.....	1,707	1,801	1,791
For negroes.....	531	541	545
Total brick.....	13	19	17
For whites.....	11	17	16
For negroes.....	2	2	1
Total frame.....	1,853	2,102	2,112
For whites.....	1,402	1,611	1,602
For negroes.....	451	491	510
Total log.....	372	221	207
For whites.....	294	173	173
For negroes.....	78	48	34
Total rooms in school houses.....	.....	3,091	3,023
For whites.....	.....	2,349	2,281
For negroes.....	.....	742	742
Total patent desks.....	.....	27,138	29,398
Double desks.....	.....	19,124	20,775
Single desks.....	.....	8,014	8,623
Double for whites.....	.....	15,231	16,618
Double for negroes.....	.....	3,893	4,157
Single for whites.....	.....	6,910	7,396
Single for negroes.....	.....	1,104	1,227
Total square yards of good blackboards.....	.....	36,021	32,978
For whites.....	.....	30,074	25,509
For negroes.....	.....	5,947	7,469

	1896	1901	1902
<i>Value of School Property—</i>			
All for both races.....		\$970,815	\$1,066,904
Not owned by County Boards.....		98,406	129,498
Value of lots.....		12,125	17,898
For whites.....		8,800	13,540
For negroes.....		3,325	4,358
Value of buildings.....		86,281	111,602
For whites.....		66,266	88,000
For negroes.....		20,015	23,602
Owned by County Boards....	\$628,328	872,409	937,406
Value of lots.....	96,421	127,981	137,378
For whites.....	74,857	100,560	108,087
For negroes.....	21,564	27,421	29,292
Value of buildings.....	424,433	596,250	646,482
For whites.....	352,873	506,623	556,754
For negroes.....	71,560	89,627	89,728
Value of furniture.....	*107,474	109,175	114,477
For whites.....	*90,496	91,747	97,060
For negroes.....	*16,978	17,428	17,417
Value of apparatus.....		39,003	39,068
For whites.....		33,217	33,721
For negroes.....		5,786	5,347

\*Includes apparatus.

*County Levy for Schools—*

(Constitutional limit, 3 mills minimum, 5 maximum.)

Counties levying 8 mills (Manatee).....		1	0
“ “ 7 “ (Manatee).....		0	1
“ “ 5 “.....	25	32	39
“ “ 4½ “.....	1	2	0
“ “ 4¼ “.....	5	2	3
“ “ 4¼ “.....	1	2	1
“ “ 4 “.....	10	6	1
“ “ 3¾ “.....	1	0	0
“ “ 3½ “.....	2	0	0
Total Counties.....	45	45	45

*Taxation for Schools—*

Assessable property.....	*\$97,705,056	*\$96,686,954	*\$97,551,192
One-mill levy (State).....	97,705	96,686	97,551
Collected.....	85,546	89,623	91,705
County levies.....	449,340	476,116	491,294
Collected.....	443,981	388,961	446,798
Polis assessed.....	67,673	64,528	66,982
Collected.....	39,218	35,364	38,733
No. Special Tax Dist's.....		155	226
Dist. tax assessed.....			
Collected.....	‡ 3,740	† 56,688	68,776
Total school tax paid.....	\$572,485	\$570,636	\$646,012

\* Cents omitted in this column. ‡ More collected but not reported. † Much of this not handled by County Boards.

Negroes . . . . .		
Total First Grade Certifi-		
cates Issued		
To whites		
To negroes		
o white males		
To white females		
To negro males		
To negro females		
Total Second Grade Certifi-		
cates Issued		
To whites		
To negroes		
To white males		
To white females		17
To negro males		24
To negro females		16
Total Third Grade Certifi-		
cates Issued	71	
To whites	47	
To negroes	24	
To white males	1	
To white females	20	
To negro males	1	
To negro females	14	

*School Property—*

Total school houses	2,23
For whites	1,707
For negroes	531
Total brick	13
For whites	11
For negroes	2
Total frame	1,853
For whites	1,402
For negroes	451
Total log	372
For whites	294
For negroes . . . .	78
Total rooms in school houses	
For whites	
For negroes	
Total patent desks	
Double desks	
Single desks	
Double for whites	
Double for negroes	
Single for whites	
Single for negroes	
Total square yards of good	
blackboards	
For whites.	
For negroes . . . . .	

	1893	1901	1902
Greatest cost per cent. (Liberty County).....		10.8	
Greatest cost per cent. (Lafayette County).....			13.4
Lowest cost per cent. (Du- val County,.....)	3.8	3.1	3.
<i>Financial Summary and Balance Sheet.</i>			
Receipts, as itemized above	\$732,926.00	\$822,275.09	\$903,402.70
Borrowed money.....†		84,841.41	85,776.69
Warrants of year unpaid..	†12,516.54	149,505.08	136,334.95
Total.....	745,442.54	1,056,621.58	1,125,514.34
Expenditures, itemized above	598,927.20	774,870.33	792,918.87
Loans, debts, and old war- rants paid.....†	61,322.42	178,343.53	230,281.43
Cash on hand.....	85,192.92	103,407.72	102,314.04
Total.....	745,442.54	1,056,621.58	1,125,514.34
† Included in receipts. † Incomplete.			
Total indebtedness of County Boards		\$228,131.83	\$226,689.91
Net indebtedness 31 County Boards in debt.....		158,933.25	
Net cash on hand of 14 County Boards not in debt.....		34,209.14	
Net indebtedness of 22 Boards in debt			177,991.65
Net cash on hand of 23 Boards not in debt.....			53,615.78

## CHAPTER II.

## OBSERVATIONS ON THE FOREGOING STATISTICS.

*Total Populations, State and School—*

It will be observed that the populations reported are not those recorded in the United States and State School Censuses of 1900. It has long been noticed that all facts and percentages found by comparison with past census records generally increase as they recede from the year the census was taken. In an endeavor to overcome exaggerated showings, following the example of the United States Commissioner of Education, the total and school populations of the State have been augmented for each of the years 1901 and 1902 by the estimated rate of annual increase, which has been found to vary but slightly in a decade from a fixed rate per cent. These corrections being made, all percentages and other facts based on population are more reliable than if past census reports had been employed.

*Number of Schools—*

The increase in the number of schools is shown to be 135 in five years, then a falling off from that of 15 schools in the year 1902.

No pride is felt in this increase. It would have given real pleasure had the report shown a decrease of several hundred, provided it had resulted from a wise and judicious consolidation into stronger ones of weak one-teacher schools.

The error of measuring interest and advancement in education by the increase in the number of schools is prevalent and tends to operate against consolidation. After mature deliberation and close reflection upon known conditions in many parts of the State, I am fully convinced that if County Boards could be induced to muster up the courage to reduce the schools operated in 1902 from 1818 for whites to about 1200, and those for negroes from 652 to about 500, that the children would be infinitely bet-

for off in many respects. I believe the school enrollment and average attendance would be as large or even larger, and that thousands of pupils would be better taught, none worse, and at less total cost.

The statutory three-mile limitation in the establishment of schools, enforced by the wisdom of many County Superintendents and Boards, courageous enough to prevent suicidal multiplication of schools and ruinous scattering of funds, have cooperated to the protection of the school system.

The average number of educable youth for each school with the actual enrollment and attendance and the same for each teacher is proof positive that the number of schools could be materially reduced without loss in educational advantage, provided a system can be devised that will cause no loss in attendance.

The Statistics of 1902 show an average of only 67 youth of school age for every school conducted, 53 white youth for every white school and 107 negro youth for every negro school. Of these an average of 46 attended school some, 38 white and 66 negro; with an average daily attendance of only 31, 25 white and 46 negro. That is, if the actual attendance at all schools had been equally divided there would have been but 25 children at each white school and 46 at each negro school. In fact, there were several hundred schools with an attendance from 100 to 500 pupils, and as many hundred schools too small to give a full complement of work to one teacher. The number of schools must then be greater than necessary if the pupils had been so concentrated as to permit proper classification.

The same fact is shown more forcibly by considering the number of youth per teacher employed. In 1902, the State had an average of 51 youth of school age for every teacher employed, 40 whites for every white teacher and 82 negroes for every negro teacher. Of these an average of 35 per teacher attended school some, 28 whites and 50 negroes; an average in daily attendance of only 23 per teacher, 19 whites and 35 negroes. The average attendance per teacher for neither whites nor negroes was too great. Now couple this fact with the further one that hundreds of class-rooms both for whites and negroes have double the number in daily attendance then it must

also be true that other hundreds of class-rooms had less than half the number. County Superintendents report several hundred schools in the aggregate with an enrollment of less than 15 pupils and an average attendance of less than ten. The teacher and the pupils of a small school in most instances are to be pitied on account of its non-social character, its want of educative value through lack of association and competition, its tendency to produce morbidity and selfishness. Its deadly quiet and want of emulation are killing to the ambition and spirit of child life, which is quickened by the inspiration of numbers.

#### *School Enrollment—*

If Florida ranked with the other States educationally as high as in the percentage of educable youth enrolled in the schools, there would be room for much congratulation. The increase in the number of pupils enrolled in 1902 was only 777 over that of 1901, but 12,011 greater than in 1896, an average increase of about 2,000 a year. This is scarcely as large as the estimated percentage of increase in school population. Yet, when the percentage of enrollment of the United States in 1901 was only 71.26 per cent., in Florida the same percentage was for whites alone, 71.60 and for negroes alone, 63.36, it appears that this State is not far behind the average of all the States in seeking to improve the educational opportunities afforded.

But upon further analysis, when it is shown that a total of 53,759 youth of school age, out of a total of 166,143, failed to enter the schools at all, there seems to be a necessity for the enactment of a *compulsory attendance law*. This fact is emphasized by the following, quoted from the report of the Commissioner of Education, contrasting the percentages of youth enrolled in the public schools of ten of the thirty-three States and Territories having a Compulsory law with ten of the Southern States having no such law:

<i>States Without Compulsory Law.</i>		<i>States With Compulsory Law.</i>	
	Per Cent.		Per Cent.
Arkansas .....	72.04	Washington .....	89.85
Mississippi .....	69.03	Nebraska .....	87.30
Florida .....	68.15	Kansas .....	87.08
North Carolina .....	67.73	Colorado .....	85.31
Georgia .....	65.37	Utah .....	82.51
Texas .....	64.67	Maine .....	82.43
Alabama .....	61.47	North Dakota .....	81.26
Virginia .....	61.41	Vermont .....	81.26
South Carolina .....	60.52	Oregon .....	82.11
Louisiana .....	43.31	California .....	78.47

The above showing is certainly an argument for a compulsory law. This is supported by the further facts that the two States, Kentucky and West Virginia, operating under compulsory laws, have respectively an average of 73.82 and 78.59 in every 100 youth of school age enrolled in the schools, which exceed any of the other States not having such a law.

#### *Average Daily Attendance—*

This shows the average number of pupils actually present at school each day for the school term. The increase in 1902 over 1901 was 837, and was 10,029 in the six years from 1896. The percentage in daily attendance, or the number attending daily for each 100 enrolled, like the enrollment is nearly equal to the general average in the United States. This shows that those who decide to go to school at all attend nearly as regular as youth in the other States.

One fact deserving special notice is, that for the past two years, for the first time in the history of the public schools of the State, the negro pupils enrolled attended more regularly than the whites. The average number in every 100 enrolled present every day was, for both races 67, whites 66, negroes 69, an advantage of 3 in favor of the negroes.

The disparity was even greater in 1902, the average for both races being 68, whites 64, negroes 70; that is, 6 more negroes than whites in every 100 pupils enrolled were present at school every day. This fact may indicate that a compulsory law is needful to keep white pupils in



the schools, though one of the chief objections urged against compulsory attendance in the South has been the contention that it would crowd the negro schools.

A comparison of the average daily attendance of pupils enrolled in ten of the Compulsory States with ten of the non-compulsory States strengthens the suggestion that it may be wise for the latter to fall into line with all the progressive nations of the earth and with the rest of the sisterhood of States on this question. The following is the showing:

<i>Compulsory States.</i>		<i>Non-Compulsory States.</i>	
	Per Cent.		Per Cent.
Massachusetts .....	79.27	South Carolina .....	72.98
Illinois .....	78.51	Louisiana .....	70.50
Indiana .....	75.47	Tennessee .....	69.76
Connecticut .....	74.19	Florida .....	67.48
Nevada .....	73.74	Texas .....	66.53
Ohio .....	73.57	Georgia .....	63.61
Vermont .....	73.26	Arkansas .....	62.65
California .....	73.08	North Carolina .....	58.66
Maine .....	73.05	Virginia .....	56.72
Pennsylvania .....	72.96	Mississippi .....	55.98

In addition to the advantages exhibited above in favor of the Compulsory States in the percentage of youth enrolled this latter data shows an average daily attendance in ten compulsory States of 74.70 against 64.48 in ten non-compulsory States; that is, 10 pupils more in every 100 enrolled attend school every day in the Compulsory than in the non-compulsory States. Is an attendance of 10 pupils more in every 100 pupils a matter of no consideration?

#### *Educational Status of All Youth—*

The object in introducing these statistics is to show the educational status of all youth in the State, whether in school or out, between 6 and 21 years of age, as ascertained and reported by the County Superintendents when taking the school census.

The most important facts deducible from this data are the following:

(a). That the negroes though only about 42 per cent. of the whole number of youth, still largely outnumber the

	1896	1901	1902
Negroes.....	....	55	50
Total First Grade Certifi- cates Issued.....	231	181	231
To whites.....	221	173	225
To negroes.....	10	8	6
o white males.....	110	80	95
To white females.....	111	93	130
To negro males.....	9	8	6
To negro females.....	1	0	0
Total Second Grade Certifi- cates Issued.....	752	405	527
To whites.....	625	341	432
To negroes.....	127	64	95
To white males.....	183	88	110
To white females.....	42	253	322
To negro males.....	53	33	42
To negro females.....	74	31	53
Total Third Grade Certifi- cates Issued.....	719	527	548
To whites.....	471	338	327
To negroes.....	248	189	221
To white males.....	181	85	81
To white females.....	290	253	246
To negro males.....	108	87	81
To negro females.....	140	102	140

*School Property—*

Total school houses.....	2,238	2,342	2,336
For whites.....	1,707	1,801	1,791
For negroes.....	531	541	545
Total brick.....	13	19	17
For whites.....	11	17	16
For negroes.....	2	2	1
Total frame.....	1,853	2,102	2,112
For whites.....	1,402	1,611	1,602
For negroes.....	451	491	510
Total log.....	372	221	207
For whites.....	294	173	173
For negroes.....	78	48	34
Total rooms in school houses.....	....	3,091	3,023
For whites.....	....	2,349	2,281
For negroes.....	....	742	742
Total patent desks.....	....	27,138	29,398
Double desks.....	....	19,124	20,775
Single desks.....	....	8,014	8,623
Double for whites....	....	15,231	16,618
Double for negroes....	....	3,893	4,157
Single for whites....	....	6,910	7,396
Single for negroes....	....	1,104	1,227
Total square yards of good blackboards.....	....	36,021	32,978
For whites.....	....	30,074	25,509
For negroes.....	....	5,947	7,469

	1896	1901	1902
<i>Value of School Property—</i>			
All for both races .....		\$970,815	\$1,066,904
Not owned by County Boards .....		98,408	129,498
Value of lots .....		12,125	17,898
For whites .....		8,800	13,540
For negroes .....		3,325	4,358
Value of buildings .....		86,281	111,602
For whites .....		66,266	88,000
For negroes .....		20,015	23,602
Owned by County Boards ....	\$628,328	872,409	937,406
Value of lots .....	96,421	127,981	137,378
For whites .....	74,857	100,560	108,087
For negroes .....	21,564	27,421	29,292
Value of buildings .....	424,433	596,250	646,482
For whites .....	352,873	506,623	556,754
For negroes .....	71,560	89,627	89,728
Value of furniture .....	*107,474	109,175	114,477
For whites .....	*90,496	91,747	97,060
For negroes .....	*16,978	17,428	17,417
Value of apparatus .....		39,003	39,068
For whites .....		33,217	33,721
For negroes .....		5,786	5,347

\*Includes apparatus.

#### *County Levy for Schools—*

(Constitutional limit, 3 mills minimum, 5 maximum.)

Counties levying 8 mills (Manatee) .....		1	0
“ “ 7 “ (Manatee) .....		0	1
“ “ 5 “ .....	25	32	39
“ “ 4½ “ .....	1	2	0
“ “ 4¼ “ .....	5	2	3
“ “ 4½ “ .....	1	2	1
“ “ 4 “ .....	10	6	1
“ “ 3¾ “ .....	1	0	0
“ “ 3½ “ .....	2	0	0
Total Counties .....	45	45	45

#### *Taxation for Schools—*

Assessable property .....	*\$97,705,056	*\$96,686,954	*\$97,551,192
One-mill levy (State) .....	97,705	96,686	97,551
Collected .....	85,546	89,623	91,705
County levies .....	449,340	476,116	491,294
Collected .....	443,981	388,961	446,798
Polis assessed .....	67,673	64,528	66,982
Collected .....	39,218	35,364	38,733
No. Special Tax Dist's .....		155	226
Dist. tax assessed .....			
Collected .....	‡ 3,740	† 56,688	68,776
Total school tax paid .....	\$572,485	\$570,636	\$646,012

\* Cents omitted in this column. ‡ More collected but not reported. † Much of this not handled by County Boards.

	1896	1901	1902
<i>Per Cent. of School Taxes Collected.</i>			
One-mill tax.....	87	94	94
County levies.....	*99	82	91
Polls.....	58	55	58

\* Including polls and back taxes all reported together.

*Receipts and Sources of School Funds.*

Cash on hand.....	\$ 60,244.65	\$ 89,128.19	\$ 101,452.11
County levies (for year)....	443,981.37	388 961.57	446,798.74
County levies (back taxes)...	12,923.42	73 084.58	78,191.24
Poll taxes (for year).....	39,218.00	35,364 00	38,733.00
Poll taxes (back taxes).....	.....	20,680.00	11,171.00
District taxes.....	3,740.95	*53,574 78	*99,182.75
Interest apportionment.....	37,452.60	33,751.35	30 130.00
One-mill apportionment....	90,510.45	97,503.90	82,857.50
Non-resident pupils.....	455.35	932.44	803.03
Examination fees.....	2,313.71	1 432.00	1,932.40
Other sources.....	42,085.50	27,865.28	12,150.93
<b>Total receipts.....</b>	<b>\$732,926 00</b>	<b>\$822 275.09</b>	<b>\$903,402.70</b>

\* Includes back district taxes.

*Total Expenditures for Schools.*

Both races.....	\$598,927.20	\$774,870.33	\$792,918.87
For schools proper.....	516,661.42	683,369.76	698,935.79
For adm's'tion etc.....	82,265.78	91,500.57	93,983.08

*For Schools Proper, Itemized.*

School ots.....	1,665.85	4,316.56	2,087.69
New buildings.....	16,756.84	65,797.22	72,354.20
Repairs.....	5,940.64	13,452.45	10,241.63
Furniture.....	*7,553.97	12,152.93	12,657.47
Apparatus.....	.....	3,333.26	2,120.87
Insurance.....	1,489.95	2,975.87	2,166.25
Rent.....	1,401.25	2,035.25	2,086.08
Janitors.....	3,129.50	4,976.00	5,612.10
Fuel.....	.....	1,960.49	2,147.81
Free books.....	475.85	2,683.98	2,125.52
Transportation of pupils.....	.....	3,225.12	5,427.44
Incidentals.....	†3,733 35	7,946.93	10 073.40
Salaries of teachers.....	474,514.22	558,513.70	569,735.33

\* Includes apparatus    † Includes fuel.

*For Administration, etc., Itemized.*

Salaries of Supts.....	30,289 06	31,770.66	32,373.00
Travel'g Exps. Supts...	995 45	1,141.83	2,203.23
Per diem, etc., of boards	6,881.11	9,605 84	9,089.32
County treasurers.....	9,051.45	9,826.71	8,667.88
Incidentals for Supts & Boards.....	4,036 98	4,081.21	4 351.93
Printing.....	.....	1,843.34	1,921.40
Teachers examinations	2,593.68	2,249.16	2,755.03
County line pupils.....	444.70	537 59	825 87
Institutes & Sum. Sch'ls	3 757.28	1,387.49	1,228.50
Books, etc.....	.....	1,401.31	833.72
Interest on debts & oans	7,765.19	16,430.62	18,282.31

	1896	1901	1904
Other purposes.....	*16,450.88	11,224.81	11,450.89
* Includes amounts not itemized as in later reports.			
<b>Total Cost of Schools by Races.</b>			
White schools.....	\$467,414.40	\$621,242.26	\$628,769.26
Schools proper.....		562,124.26	568,095.48
Adminis't'n (pro-rated) .....		59,118.00	60,673.78
Negro schools.....	131,512.80	153,628.07	164,149.61
Schools proper.....		121,245.50	130,840.31
Adminis't'n (pro rated) .....		32,382.57	33,309.30
<b>Per Capita Cost of Schools Counting Both Races.</b>			
Per inhabitant.....	\$1.27	\$1.41	\$1.41
Per youth of school age .....	3.92	4.73	4.77
Per pupil enrolled.....	5.97	6.94	7.05
Per pupil in daily attendance.....	9.06	10.29	10.41
<b>Per Capita Cost of White Schools.</b>			
Per white inhabitant. ....	1.72	1.94	1.92
Per white youth of school age .....	5.42	6.54	6.52
Per white pupil enrolled .....	7.35	9.13	9.04
Per white pupil in daily attendance .....	11.13	13.74	13.60
<b>Per Capita Cost of Negro Schools.</b>			
Per negro inhabitant.....	\$ .68	\$ .68	\$ .70
Per negro youth of school age .....	1.98	2.23	2.38
Per negro pupil enrolled .....	3.58	3.53	3.83
Per negro pupil in daily attendance .....	5.45	5.10	5.49
<b>One Mill Tax Apportionment—</b>			
Largest receipt for \$1 paid (Jackson Co.)....	\$2.96	\$3.43	....
Largest receipt for \$1 paid (Gadsden Co.) .....			\$3.11
Smallest receipt for \$1 paid (Dade County)...	.17	.30	.31
<b>Facts Relating to County Superintendents—</b>			
Total class rooms to visit .....		3,281	3,256
Total visits made.....	2,668	2,307	3,091
Average salary.....	\$673.09	\$706.01	\$719.40
Highest salary (Hillsborough County).....	1,500.00	1,835.00	1,800.00
Lowest salary (Liberty County) .....	150.00	175.00	175.00
Highest salary including trav'g exp's (Hillsboro County).....	1,800.00	2,188.50	2,100.00
Cost per cent. compared with cost of all teachers .....	6.6	5.7	5.7
Greatest cost per cent. (Calhoun County).....	14.4	.....	.....

	1893	1901	1902
Greatest cost per cent. (Liberty County).....		10 8	.....
Greatest cost per cent. (Lafayette County).....			13.4
Lowest cost per cent. (Du- val County,.....)	3.8	3.1	3.
<i>Financial Summary and Balance Sheet.</i>			
Receipts, as itemized above	\$732,926.00	\$822,275.09	\$903,402.70
Borrowed money.....†		84,841.41	85,776.69
Warrants of year unpaid..	†12,516.54	149,505.08	138,334.95
Total.....	745,442.54	1,056,621.58	1,125,514.34
Expenditures, itm'z'd above	598,927.20	774,870.33	792,918.87
Loans, debts, and old war- rants paid.....	†61,322.42	178,343.53	230,281.43
Cash on hand.....	85,192.92	103,407.72	102,314.04
Total.....	745,442.54	1,056,621.58	1,125,514.34
† Included in receipts. † Incomplete.			
Total indebtedness of County Boards		\$228,131.83	\$226,689.91
Net indebtedness 31 County Boards in debt.....		158,933.25	.....
Net cash on hand of 14 County Boards not in debt.....		34,209.14	.....
Net indebtedness of 22 Boards in debt		.....	177,991.65
Net cash on hand of 23 Boards not in debt.....		.....	53,615.78

## CHAPTER II.

## OBSERVATIONS ON THE FOREGOING STATISTICS.

*Total Populations, State and School—*

It will be observed that the populations reported are not those recorded in the United States and State School Censuses of 1900. It has long been noticed that all facts and percentages found by comparison with past census records generally increase as they recede from the year the census was taken. In an endeavor to overcome exaggerated showings, following the example of the United States Commissioner of Education, the total and school populations of the State have been augmented for each of the years 1901 and 1902 by the estimated rate of annual increase, which has been found to vary but slightly in a decade from a fixed rate per cent. These corrections being made, all percentages and other facts based on population are more reliable than if past census reports had been employed.

*Number of Schools—*

The increase in the number of schools is shown to be 135 in five years, then a falling off from that of 15 schools in the year 1902.

No pride is felt in this increase. It would have given real pleasure had the report shown a decrease of several hundred, provided it had resulted from a wise and judicious consolidation into stronger ones of weak one-teacher schools.

The error of measuring interest and advancement in education by the increase in the number of schools is prevalent and tends to operate against consolidation. After mature deliberation and close reflection upon known conditions in many parts of the State, I am fully convinced that if County Boards could be induced to muster up the courage to reduce the schools operated in 1902 from 1818 for whites to about 1200, and those for negroes from 652 to about 500, that the children would be infinitely bet-

ter off in many respects. I believe the school enrollment and average attendance would be as large or even larger, and that thousands of pupils would be better taught, none worse, and at less total cost.

The statutory three-mile limitation in the establishment of schools, enforced by the wisdom of many County Superintendents and Boards, courageous enough to prevent suicidal multiplication of schools and ruinous scattering of funds, have cooperated to the protection of the school system.

The average number of educable youth for each school with the actual enrollment and attendance and the same for each teacher is proof positive that the number of schools could be materially reduced without loss in educational advantage, provided a system can be devised that will cause no loss in attendance.

The Statistics of 1902 show an average of only 67 youth of school age for every school conducted, 53 white youth for every white school and 107 negro youth for every negro school. Of these an average of 46 attended school some, 38 white and 66 negro; with an average daily attendance of only 31, 25 white and 46 negro. That is, if the actual attendance at all schools had been equally divided there would have been but 25 children at each white school and 46 at each negro school. In fact, there were several hundred schools with an attendance from 100 to 500 pupils, and as many hundred schools too small to give a full complement of work to one teacher. The number of schools must then be greater than necessary if the pupils had been so concentrated as to permit proper classification.

The same fact is shown more forcibly by considering the number of youth per teacher employed. In 1902, the State had an average of 51 youth of school age for every teacher employed, 40 whites for every white teacher and 82 negroes for every negro teacher. Of these an average of 35 per teacher attended school some, 28 whites and 50 negroes; an average in daily attendance of only 23 per teacher, 19 whites and 35 negroes. The average attendance per teacher for neither whites nor negroes was too great. Now couple this fact with the further one that hundreds of class-rooms both for whites and negroes have double the number in daily attendance then it must



also be true that other hundreds of class-rooms had less than half the number. County Superintendents report several hundred schools in the aggregate with an enrollment of less than 15 pupils and an average attendance of less than ten. The teacher and the pupils of a small school in most instances are to be pitied on account of its non-social character, its want of educative value through lack of association and competition, its tendency to produce morbidity and selfishness. Its deadly quiet and want of emulation are killing to the ambition and spirit of child life, which is quickened by the inspiration of numbers.

#### *School Enrollment—*

If Florida ranked with the other States educationally as high as in the percentage of educable youth enrolled in the schools, there would be room for much congratulation. The increase in the number of pupils enrolled in 1902 was only 777 over that of 1901, but 12,011 greater than in 1896, an average increase of about 2,000 a year. This is scarcely as large as the estimated percentage of increase in school population. Yet, when the percentage of enrollment of the United States in 1901 was only 71.26 per cent., in Florida the same percentage was for whites alone, 71.60 and for negroes alone, 63.36, it appears that this State is not far behind the average of all the States in seeking to improve the educational opportunities afforded.

But upon further analysis, when it is shown that a total of 53,759 youth of school age, out of a total of 166,143, failed to enter the schools at all, there seems to be a necessity for the enactment of a *compulsory attendance law*. This fact is emphasized by the following, quoted from the report of the Commissioner of Education, contrasting the percentages of youth enrolled in the public schools of ten of the thirty-three States and Territories having a Compulsory law with ten of the Southern States having no such law:

<i>States Without Compulsory Law.</i>		<i>States With Compulsory Law.</i>	
	Per Cent.		Per Cent.
Arkansas .....	72.04	Washington .....	89.85
Mississippi .....	69.03	Nebraska .....	87.30
Florida .....	68.15	Kansas .....	87.08
North Carolina .....	67.73	Colorado .....	85.31
Georgia .....	65.37	Utah .....	82.51
Texas .....	64.67	Maine .....	82.43
Alabama .....	61.47	North Dakota .....	81.26
Virginia .....	61.41	Vermont .....	81.26
South Carolina .....	60.52	Oregon .....	82.11
Louisiana .....	43.31	California .....	78.47

The above showing is certainly an argument for a compulsory law. This is supported by the further facts that the two States, Kentucky and West Virginia, operating under compulsory laws, have respectively an average of 73.82 and 78.59 in every 100 youth of school age enrolled in the schools, which exceed any of the other States not having such a law.

#### *Average Daily Attendance—*

This shows the average number of pupils actually present at school each day for the school term. The increase in 1902 over 1901 was 837, and was 10,029 in the six years from 1896. The percentage in daily attendance, or the number attending daily for each 100 enrolled, like the enrollment is nearly equal to the general average in the United States. This shows that those who decide to go to school at all attend nearly as regular as youth in the other States.

One fact deserving special notice is, that for the past two years, for the first time in the history of the public schools of the State, the negro pupils enrolled attended more regularly than the whites. The average number in every 100 enrolled present every day was, for both races 67, whites 66, negroes 69, an advantage of 3 in favor of the negroes.

The disparity was even greater in 1902, the average for both races being 68, whites 64, negroes 70; that is, 6 more negroes than whites in every 100 pupils enrolled were present at school every day. This fact may indicate that a compulsory law is needful to keep white pupils in

schools, though one of the chief objections urged against compulsory attendance in the South has been the contention that it would crowd the negro schools.

A comparison of the average daily attendance of pupils enrolled in ten of the Compulsory States with ten of the non-compulsory States strengthens the suggestion that it may be wise for the latter to fall into line with all the progressive nations of the earth and with the rest of the Union of States on this question. The following is showing:

<i>Compulsory States.</i>		<i>Non-Compulsory States.</i>	
	Per Cent.		Per Cent.
Massachusetts .....	79.27	South Carolina .....	72.98
Illinois .....	78.51	Louisiana .....	70.50
Indiana .....	75.47	Tennessee .....	69.76
Connecticut .....	74.19	Florida .....	67.48
Idaho .....	73.74	Texas .....	66.53
.....	73.57	Georgia .....	63.61
Montana .....	73.26	Arkansas .....	62.65
California .....	73.08	North Carolina .....	58.66
Nebraska .....	73.05	Virginia .....	56.72
Pennsylvania .....	72.96	Mississippi .....	55.93

In addition to the advantages exhibited above in favor of the Compulsory States in the percentage of youth enrolled this latter data shows an average daily attendance in compulsory States of 74.70 against 64.48 in ten non-compulsory States; that is, 10 pupils more in every hundred enrolled attend school every day in the Compulsory than in the non-compulsory States. Is an attendance of 10 pupils more in every 100 pupils a matter of no consideration?

#### *Statistical Status of All Youth—*

The object in introducing these statistics is to show the statistical status of all youth in the State, whether in school or out, between 6 and 21 years of age, as ascertained and reported by the County Superintendents when making the school census.

The most important facts deducible from this data are the following:

1. That the negroes though only about 42 per cent. of the whole number of youth, still largely outnumber the

whites in the two lowest grades, then gradually decline in proportion as the grades rise, falling to 29 per cent. of the whites in the Fifth Reader, and to a fraction over 18 per cent. of the whites in the grades above.

(b). That the falling off in the number of whites after passing the Fourth Reader is quite perceptible.

(c). That there was a reduction of over 40 per cent. in the number of illiterates between 10 and 21 years of age in four years; and that the reduction of white illiterates in that time was twice as great as of the black.

(d). That the census of defective youth was, to say the least, very carelessly and imperfectly taken.

### *Educational Status of Youth Enrolled.*

This data was presented because required annually in the blanks for reports furnished County Superintendents. It does not report the educational status of all the youth like the statistics above, only those enrolled in the schools. The facts are reported by the teachers and are much more reliable, as far as they go, than those reported above.

They show practically the same facts except a greater disparity in the percentage of negroes that reach the Fifth Reader and "Higher Branches." The percentages as compared with the whites falling to 22 per cent. in the former class and to 9 per cent. in the latter. Only about 2 per cent. of the negro youth pursue their education beyond the Fifth Reader, and about 14 per cent of the white youth.

### *Number of Different Teachers—*

This information is separated from the number of Teachers' positions filled, that the exact number of individual teachers, their race, sex, age, years experience in teaching, and all kindred facts relating to them may be known.

One of the best indications that the schools of the State are developing along modern lines of thought is the constant increase in the percentage of female teachers. In this respect the State system of schools is approximating the normal standard in the United States.

This may occur to some as an unimportant topic upon which to spend many words, but it, nevertheless, is so

indicative that the educational status of a school system can be measured very justly by its percentage of male teachers. If abnormally large the system may be estimated as non-progressive, inactive and over-burdened with a large per cent. of persons using the profession as a stepping stone, or as a convenience until something else turns up, mere school-keepers who will not attend Institutes, Summer Schools, or otherwise apply themselves, or spend a dollar to supply the means of getting up with and keeping abreast with modern lines of thought and development in the teaching profession. Some are using the profession for subsistence and small revenue only; esteeming it as, and really making of it an easy job, because too indolent to obtain and to endure the hardships of other work.

Men are absolutely needed in the profession, but when a system of schools is found with more than 25 per cent. of all its teachers males, investigation is likely to disclose it weak in proportion to the excess. There may be states that rank very well, and that have many good schools where there are more than one-fourth male teachers, but many dark corners are almost sure to be found within the territory which hold the general average down and are the real cause why the percentage of males is so large.

Why is the proposition true that the value of a school system is enhanced by the employment of a large percentage of women teachers? It is because over 80 per cent. of all the pupils in the public schools are found between the Chart and Fifth Reader Classes inclusive, and women, as a rule, are by nature the logical teachers of children of those ages, nor need male teachers feel hurt that the truth is true, or that it is proclaimed.

That the healthy development of the system in this State and its near approach to the best may be shown, the following facts are given: The percentage of male teachers employed in the United States in 1901 was 28.8, in Florida in 1902, 32 per cent., 29 per cent. of the white teachers and 41 per cent of the negro teachers. The last percentage is offered as one fact in support of the above claim, and it is sincerely hoped that the percentage of colored male teachers will decrease largely in the next biennium. The number of white male teachers in 1896 was 753; in 1901, 645; in 1902, 623,—a decrease of 22 in

the last year and 130 in the six years, while the white female teachers increased in like ratio.

The negro male teachers numbered 293 in 1896, 292 in 1901, and 276 in 1902, a decrease of only 17 in six years, while the increase in negro female teachers was much larger. It is a regrettable fact that in the past six years the educative value of the negro schools has improved but little, but the cause is farther to seek than in the large percentage of indolent male teachers.

When the public school system in Florida in 1870 was in its infancy and confessed by all except by those then engaged in teaching, to be weak and worthless, over 65 per cent. of all the teachers were males. In 1880, when the schools had improved but slightly, over 61 per cent. were males. In the next decade much progress was made, so in 1890 the percentage of male teachers had fallen to 48; marked progress characterized the next decade, and the percentage of male teachers in 1900 was 36.9; since that time the percentage of males has dropped to 32, and the good work may continue yet awhile with profit.

Now, in further substantiation of the position assumed, will be introduced the percentages of male teachers employed in ten of the States recognized as leading in matters educational in comparison with those in ten States not recognized, except within their own confines, as leaders in public education:

Massachusetts .....	8.9	West Virginia .....	57.9
Connecticut .....	9.0	Arkansas .....	54.8
Rhode Island .....	9.1	Tennessee .....	53.9
Vermont .....	12.9	New Mexico .....	53.9
New Jersey .....	13.2	North Carolina .....	47.7
New York .....	14.5	Texas .....	46.4
Iowa .....	16.5	Kentucky .....	44.8
California .....	17.0	South Carolina .....	43.6
Wisconsin .....	17.0	Georgia .....	41.3
Michigan .....	18.9	Oklahoma .....	42.8
Florida .....			32.0

#### *Number of Teachers' Positions Filled—*

This item of statistics is of little value further than to show the number of teachers required, should all the schools begin at the same time, which is never the case, and seldom agreeable to all patrons. It also shows by

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comparison with the number of different teachers the number teaching more than one school; for example, in 1912, there were 2,799 different teachers, but 3,256 positions filled, 457 more than teachers—273 in white schools and 182 in negro. This 457 is presumably the number teaching a second school, though this is only an approximation, since some teachers are quite enterprising in securing positions and teach a third school, which is possible with the 80 day term obtaining in many counties; in fact, now and then, one teaches a fourth school, by lopping off a week or two from the term or by running into another school year.

The necessity of having to seek more than one school to keep employed has its advantages and disadvantages. It is the cause of some teaching with a divided mind and with but half energy, the other half being consumed in seeking another position. Many of such teachers seem possessed of an unsettled and roving spirit, and never do really commit themselves to the work of improving conditions in the community where at work, their real interest seeming to center nowhere. The chief activity of many of this class displays itself more in seeking positions than in any other way, while if there was but one position to be had, the roving disposition would be curbed and many would settle down with determination to improve the conditions in the one place where they must remain for the year. The majority of those seeking and obtaining more than one school are energetic, live teachers, and a double advantage results from their course. First, to the teachers through constant employment, enabling them to live by their profession; second, to the pupils coming under the instruction of more earnest and skilled teachers than would accept or be assigned to the schools except for the advantage of this continuous employment.

In view of the shortness of the school term it would likely be a gain in every way if there were only teachers enough to open half the schools at a time, so that all teachers could be assured of continuous service and of sure support from teaching. It would mean more skillful teaching for all the pupils and in the aggregate great educational gain. One-half the persons now attempting to play the role of teacher for a part of the year and idle

mostly the other part, would be driven to seek constant employment in some productive avenue for which better fitted.

The difficulties in the way of inaugurating such a system, with a short school term, grow out of the patrons themselves, who, as soon as they learn a neighboring school has opened, at once conclude that then is the most opportune time for their school to be conducted and become clamorous for theirs to begin. Superintendents and Boards, in self-defense, find some kind of a teacher, good, bad, or indifferent, little regarding teaching ability, examination laws, or anything else until the clamor is hushed. Some one is certificated under some subterfuge and set to work. The parents themselves are then primarily the cause of the employment of a large percentage of weak teachers and their children pay the penalty for their impatience and want of regard for qualifications in teachers.

It is true that the scrupulous and courageous superintendent will not be coerced in such manner, but unfortunately for the children and the cause of education all are not as scrupulous or courageous as the good of education demands they should be.

### *Average Length of School Term—*

This item of statistics and the following, Average Days' Schooling Given for Every Child, are the most important presented and reveal the weakness in our schools. The small number of days schooling given results almost exclusively from the shortness of the term but co-operates with the latter in showing how inadequate the public schools must prove in making the masses intelligent. The school term was 102 days in 1896, 104 in 1898, 92 in 1899, 93 in 1900, 96 in 1901, and 94 in 1902, reaching the low water mark in 1899, but it seems impossible to make any material rise from this exceedingly low average without increase in the school fund.

I fail to see how any wise man loving his State and solicitous of her welfare can investigate the following facts without a feeling of alarm for the future of his State.

In the year 1901, the average length of school term in the United States, including the 16 former slave States

with low averages, was 144.2 days against 94 days in Florida, 96 for whites and 88 for negroes. Now making the comparison by Sections, it was 177.2 days in the New England and Middle States against 112.1 days in the South Atlantic States; 157.5 days in North Central States against 96.4 days in the South Central States, this one fact more than everything else accounts for the different degrees of prosperity existing in the sections. Only the States of Alabama, Arkansas, North Carolina, and South Carolina report a shorter school term than Florida. Is there a patriotic citizen content that his own State should stand so near foot? Note below what a difference there is in the average number of days the schools run in fifteen of the States leading in education and in fifteen most backward. Consider further, if you please, the wealth and prosperity of the one group as compared with the other, due directly and primarily to their investments in the production of men with brain power:

#### *AVERAGE SCHOOL TERM.*

	Days.		Days.
Rhode Island.....	191.0	North Carolina.....	76.1
Maryland.....	190.0	Alabama.....	78.3
Connecticut.....	189.5	Arkansas.....	84.0
Massachusetts.....	185.0	South Carolina.....	86.6
New Jersey.....	183.0	Florida (1902).....	94.0
New York.....	177.0	Tennessee.....	96.0
Minnesota.....	173.2	Kentucky.....	104.5
Delaware.....	170.1	Mississippi.....	105.1
Wisconsin.....	169.0	Idaho.....	106.0
Pennsylvania.....	165.6	West Virginia.....	106.0
California.....	165.0	Montana.....	107.0
Ohio.....	163.0	Wyoming.....	110.0
Michigan.....	163.0	Texas.....	110.2
Iowa.....	160.0	Georgia.....	112.0
Illinois.....	159.6	Virginia.....	119.4

#### *Average Days Schooling Given for Every Child—*

This is possibly the most telling item of school statistics of all, as it takes into account the number of educable youth showing the results of length of term, enrollment,

and average daily attendance, and practically measures the average intelligence of the next generation of citizens. Since the percentages of enrollment and average attendance of enrolled have been shown to compare well with the average in the United States, the several divisions of the United States, then the only way to raise the rank of the State in *average days schooling given for every youth* is to lengthen the school term.

This item of statistics interpreted means the average days' schooling every youth of school age would receive provided the *aggregate days schooling* given were equally distributed among all educable youth.

There have been slight gains during the past school years as follows: the average for both races was 44 days in 1896; 46 in 1899; 47 in 1900; 49 in 1901, 54 for whites and 43 for negroes; 49 in 1902, 55 for whites and 41 for negroes. These figures are far below the average in the United States, in the three Great Divisions of States, and in many individual States for that year 1901. If they do measure, as is claimed by statisticians, the average production, wage-earning ability, intelligence, and the rank of States in every other respect worthy of consideration, they are alarming to contemplate.

In 1901, the average days' schooling given for every child of school age in the United States, including the 16 former slave States, was 70.4 days against 49 days in Florida, thus leaving the State 20.4 days behind the average. Comparing the sections of the United States the showing is as follows: The North Atlantic Division gave an average of 90.3 days schooling to every youth against 66.7 days in the South Atlantic Division, that is, about twice as much education for the citizens of New England and the Middle States as for the States from Delaware to Florida; the North Central Division of States 84.3 days against 41.4 days in the South Central Division of States, which means more than twice as much education for the States from Ohio to Kansas as for the States from Kentucky to Texas.

Now comparing ten individual States giving the largest average number of days education to every youth with ten giving the least and the showing is as follows:—

	Days.		Days.
Massachusetts.....	108.2	Florida (1902).....	49.0
Connecticut.....	102.2	Georgia.....	46.2
California.....	94.7	Virginia.....	41.5
Vermont.....	93.0	Mississippi.....	40.6
Iowa.....	92.6	Texas.....	40.2
New York.....	91.7	South Carolina.....	38.3
Rhode Island.....	91.6	Alabama.....	38.2
Nebraska.....	90.8	Arkansas.....	37.9
Indiana.....	90.5	Louisiana.....	36.6
Ohio.....	90.2	North Carolina.....	30.2

The above facts are certainly sufficient to alarm patriotic citizens when interpreted in the light of the claim that the production of any people, wage-earning ability, wealth, influence, or freedom from drudgery is in direct proportion to their average intelligence, which in turn is proportional with the average days schooling given every individual.

They mean then, that the intelligence, productivity, and removal from drudgery in the last ten States above will be less than half as great as in the first ten. My Countrymen, if it is admitted that there is any truth in statistics and advantage in intelligence, it is difficult to understand why we are callous and indifferent in the face of such showings.

Can we afford to cast statistics to the winds and deny that the teachings of history show that nations have ranked in proportion to intelligence, or even that average intelligence has any direct connection with the average amount of schooling given to every individual, and trust our chances to fate, and continue in the policy pursued heretofore?

If such statistics were presented to show crop conditions, the output of manufactories, the wealth of States, or some other condition than average intelligence, it is difficult to believe that they would be thrust aside with as little credence and consideration.

These facts are not presented because of any pleasure felt in parading invidious comparisons. Just the opposite; they are painful. It is done with the hope of informing and arousing the indifferent, of converting the skeptical,

and of awakening the masses to the pitch that they may rise up in their might and sweep out of the way every opposer and all opposition, and not cease in the demand for a larger school fund, either through the abolition of the limitation on the number of mills leviable for schools, or through the raising of property assessments to something like their real values, in order that school terms may be lengthened and the average amount of schooling given.

This must be done that the coming generation may retain its freedom, and be put in position to compete successfully with those in other States now enjoying more than twice the advantages of education and equipment for the race of life. The more intelligent the next generation is made the surer their liberties, the less liable to embark in losing enterprises, the more capable to meet competition, and the further removed will it be from drudgery and the ills of savagery. The savage pays no tax and sustains no schools; and while he does neither, savage will he remain and unable to comprehend the meaning of government and life.

#### *Certificates Held by Teachers Employed—*

There were just 26 more different teachers employed in 1902 than in 1901. The certification of 1902 varying from that of 1901 as follows: First grade certificate holders, an increase of 35, Second Grade, a decrease of 20; Third Grade, an increase of 29; Temporary, or non-descript, a decrease of 71; Aged Teachers, an increase of 11,—none prior to 1902.

The 2799 persons teaching in 1902 held Certificates as follows: Life 5, Primary Life 11, State 11, First Grade 611, Second Grade 1338, Third Grade 764, non-descripts 48 Temporary, and 11 Aged (a misnomer for many holders are by no means aged); total 2799.

It is seen that over 77 per cent. of the teaching was done by Second, third, Temporary, and Aged Teachers' Certificate holders.

There was an increase of 224 in the number of First Grade teachers in six years, 212 whites and 12 negroes; a decrease of 32 in second grade; an increase of 29 in third grade; the retrogression had not begun, hence no non-descripts were in existence six years ago.

### *State Certificates.—*

There have been in all about 75 applicants, exact data not kept, for examination for State Certificates since the law went into operation in January 1894. A considerable number never completed the examination, as many more failed to reach the required minimum or average grade. The requirements for this certificate are as the law now stands: (a) The applicant must hold a first grade certificate; (b) Must have taught not less than twenty-four months, eight months of the time in Florida successfully under a first-grade certificate; (c) Must pass a written examination on geometry, trigonometry, physics, zoology, botany, Latin, rhetoric, English literature, mental science and general history, and make a general average of 85 per cent. with the grade on no subject below 60 per cent.

The following are the persons to whom and the order in which State Certificates have been issued:—Dr. W. F. Yocum, J. S. Tomlin (deceased), Tom F. McBeath, W. S. Cawthon, J. M. Williams, T. M. Rivers, I. I. Himes, Luther C. Ray, Miss Julia Humphries, Miss Almena Leitner, S. D. Cawthon, Frederick Pasco, Josiah Varn, Miss Benella Davenport, Mrs. J. C. Compton (then Mrs. Bessie B. Phillips), Henry E. Bennett, Joseph B. Lockey, J. H. Fulks, Erle E. Clippinger, J. L. Boone, Miss Miriam H. Pasteur, C. P. Walker, Miss Ruby Rose, Henry J. Rogers, M. J. Okerlund, H. Brodie, Miss Claudia S. Miller, Miss Halcia E. Bower, Miss Annie H. Porter, Geo. A. Stephens, Miss Posey Taylor, Mrs. Pauline Pugh Arnold. In all 32, of whom 21 are now (1903) teaching in the State, 15 in the public schools and 6 in State institutions.

### *Life Certificates—*

The law provides that any holder of a Florida State Certificate after teaching in a high school successfully in this State for the period of thirty (30) months may be granted a Life Certificate by the State Superintendent, without further examination, if endorsed by three holders of State Certificates as possessing eminent teaching ability and as having been eminently successful in governing and conducting a school.

The following are the State Certificate holders who have received Life Certificates:—Dr. W. F. Yocum, J. M.

Guilliams, Tom. F. McBeath, I. I. Himes, W. S. Cawthon, S. D. Cawthon, Miss Benella Davenport, Luther C. Ray. Miss Almena Leitner, Josiah Varn, Mrs. J. C. Compton, J. H. Fulks, total 12, now teaching in the public schools 6, in State schools 4.

*Primary Life Certificates.—*

Section 9, Chapter 4192, Session Laws of 1893, authorized the issuing of such certificates to eminently successful Kindergarten or primary teachers who had taught three years in this State, the Certificates to be valid for work in the primary department only of graded schools. This law was repealed by Chapter 4331, Session Laws of 1895, but the repeal did not revoke Certificates already issued. The following are the names of Primary Life Certificate holders, which are still valid for teaching in primary departments only, that is, the first, second, and third grades of regular graded schools:—

Mrs. Allie A. Washington, Miss Mary H. Hatter, Mrs. Mary F. Shepard, Mrs. Ida F. Hamm, Mrs. Lucy A. Jeffries, Mrs. Eila Bogart, Miss Lou P. Briggs, Miss Beulah Budwig, Miss Ella Ford, Miss Henrietta Chaires, Mrs. E. J. Wilson, Miss Fannie Henderson, Miss Nannie Wentworth, Mrs. Helen T. Mitchell, Mrs. A. W. McReynolds, Miss Fannie Clark, Miss Hattie G. Spiro, Miss A. C. Russell, Mrs. M. A. Trafton, Mrs. Ida Roberts, Miss Myrtle McCreery. The total number of these certificate holders is 21, eleven of whom, according to the reports of County Superintendents, are still teaching in Florida.

*Non-descripts, or Temporary and Aged Teachers' Certificates.*

These certificates are without grade and for the most part are no evidence that the holder has scholarship. I am so opposed to favoritism and to letting down the standard of the lofty profession of teaching, the effect of both of these certificates, that it would be impossible for me to express myself in temperate and conservative words in regard to either of them.

The State Superintendent, by calling other examinations with the view of shutting out temporary certificates, was enabled to render



the certificates undesirable on account of the uncertain tenure of their life. It hardly admits of question, is generally believed at any rate, that the provision for special examination has been greatly abused and made the agency for rewarding favorites and for saddling many incompetent persons who either could not or had declared they would not undergo the test of a regular examination. Temporary Certificates were in great disfavor from the first with capable teachers, who had complied with the general examination law, and gradually became so with patrons having suffered on account of them.

The number of Temporary Certificates decreased from 119 in 1901 to 48 in 1902. The law has served its purpose and nearly all County Superintendents unite with me in asking for its repeal. It would be an unpardonable omission of duty in me to fail to state that a number of County Superintendents executed this law scrupulously; others, be it said to their credit, positively refused to hold a special examination contending that there was no necessity for one; while a few have been lavish in their use, alleging it to be impossible to fill their schools without them. This necessity is known to be due to remissness in duty in other directions.

Unfortunately the retrograde act of 1901, creating Aged Teachers' Certificates, is without a saving clause. Its passage was urged on the plea that it would be a just and proper thing to give some rewards to long and faithful service, to experience and ability as teachers. While such was the purpose of the law on its face its real inception was born of a desire to evade the examination law and to quarter certain incompetents, known to be doubtful of continuing to obtain certificates in the regular way, upon the school system for life. Such has been the result in the execution of the law as more than three-fourths of the nearly fifty who have sought and obtained this certificate never had any reputation for scholarship or success as teachers, were never known to manifest any special desire or effort to acquire the one or to achieve the other.

Any law tending to confer special privileges upon the non-studious, non-progressive, and ambitionless members of any profession is based upon a wrong principle. Rewards should be conferred upon those who clamber to

the top, not to lazy drones content to remain at the bottom.

The damnable features of the law are: the absence of scholarship requirement for the certificate; the life tenure of the certificate; the obstruction to County Boards in assigning teachers in the presence of this disturbing and independent class of teachers having the right to teach wherever they may be able to coddle or dupe patrons into electing them; the loose, unguarded, and varying way in which the law is liable to be executed.

The power of conferring the life right to teach should not be conferred upon forty-five individuals each acting separately and independently, such authority should be vested in one responsible head or a body acting together. It is sure to bring about the opposite of uniformity, the object aimed at in the certification of teachers. The number with defective judgments, native weakness, liable to yield to influence, or with some personal idiosyncrasy, in that number of men is liable to be too great to confer upon each the power to create life teachers. It is not the nature of some men, and they are hardly responsible for it, to say "no," even when their better judgments dictate negative action.

There is now a larger number of Aged Teachers' Certificates in existence with the law a little over a year old than both State and Life Certificates with that law in its tenth year. The holders of many of these certificates, as confessed by the ones issuing them, are wanting in the essential qualifications of a teacher. Nearly one-half are negroes, and judging from some of their old examination papers sent me for inspection and from representations made to me by certain County Superintendents. I would not fear to wager that 60 per cent. of the whole number of holders of Aged Teachers' Certificates could not make an average of 40 per cent. in a fair and square examination for third grade certificates. It simply amounts to a crime to confer the life right to teach upon persons with such scholarship.

I report with considerable gratification that 30 county superintendents, exactly two-thirds, have not issued a single one of these Certificates, one going to the extent of standing a mandamus suit before a Circuit Judge, and won, rather than issue one. The affidavits filed with the

demand for this Certificate were in the exact shape as those upon which others have issued certificates without hesitation and with apparent pleasure.

The names of these Certificate holders would be given here as in the case of State and Life Certificates were it not for a few reputable teachers among the number whose names I cannot get my consent to publish in such company.

The following are the Counties that have issued two or more Aged Teachers' Certificates:

Alachua—Two white.

Duval—Three white and 1 negro.

Escambia—One white and 2 negro.

Gadsden—One white and 1 negro.

Holmes—Two white.

Jackson—Two white and 1 negro.

Jefferson—Two white.

Leon—Five negro.

Monroe—Four white and 2 negro.

Suwannee—One white and 1 negro.

This law should be repealed before hundreds more get their consent to part company with study and progress and join the company of those willing to work under any kind of certificate so that it relieves from examination.

### *Results of the Uniform Examinations—*

The total number of examinees for County Certificates for the past two years was 1,655 in 1901 and 1,846 in 1902. The number in 1896 was 2,598, the falling off in six years being due to the fact that one year was added to the life of all certificates by the amended examination law of 1895, though not affecting the number of examinees until 1897.

Divided as to race, the examinees in 1901 were 1,069 whites and 586 negroes of whom 852 whites were successful in obtaining one of the three grades of certificates and 261 negroes; 80 per cent. of the whites and 45 per cent. of the negroes.

In 1902, the white examinees were 1,201 with 984, or 82 per cent., successful; the negro examinees were 645 with 322, or 50 per cent., successful. The percentage successful, counting both races was 66 in 1896, 67 in 1901, 71 in 1902.

Some take pride in these large percentages, but they

make me ashamed because they cast suspicion upon our examination system, either as to its efficiency or as to its fairness, and people who know better can but so regard them. They are entirely too large to entitle them to respect. They emphasize the recommendations made in the last two reports from this Department for amendments to the examination law, or better, a new system.

There can hardly be found a sane person, extensively acquainted with the teaching body in this State who believes that 82 in every 100 whites, or 50 in every 100 negroes undertaking the teachers' examination is qualified to teach, or can fairly prove themselves worthy of a teacher's certificate. If there be such an one, let him consider the fact that there is not a State having the uniform system of examinations whose public school system is entitled to any respect that licenses such a large per cent. of its examinees. An average of 50 per cent. exceeds the number of successful applicants in Ohio, Indiana, Michigan, Mississippi, and quite a number of other states. No person who knows anything about it, having any respect for the truth will assert that the school system in Florida is superior to that of any of those States, or that the teachers of this State upon an average are one whit better qualified or more capable of standing examinations than in those States.

In 1901 in New York, there were 11,269 examinees for first, second, and third grade certificates, about equal in every respect to the same certificates in Florida except not valid so long. In Florida, the same year, there were 1,655 examinees, about one-seventh the number in New York. In New York only 23 per cent. of the examinees received any certificate; in Florida 67 per cent. received certificates, 80 per cent. of the whites and 45 per cent. of the negroes. Florida negro teachers seem to be about twice as well educated as the teachers of New York. In grades, the certificates issued compared as follows:

	In New York.	In Florida.
First Grades .....	177	181
Second Grades.....	2127	405
Third Grades .....	1132	527

Do not overlook the fact that there were seven times as many examinees in New York.

In 1902, the comparison as to certificates issued is as follows:

	In New York.	In Florida.
Number examinees.....	9,697	1,846
Per cent. successful.....	36	71
First Grades issued.....	517	231
Second Grades issued.....	2,251	527
Third Grades issued.....	711	548
Per cent First Grade.....	5	12
Per cent Second Grades.....	23	28
Per cent Third Grades.....	7	29

Both races were included in Florida figures above. if the whites alone had been counted, the showing would have been as follows:

	In New York.	In Florida.
Per Cent examinees successful....	36	82
Per Cent receiving first grade....	5	18
Per Cent receiving second grade..	23	33
Per Cent receiving third grade...	7	27

#### *Facts Relative to Teachers Employed--*

It cannot be gainsaid that the youth of the State have never been so well taught as during the past two years. The growing professional spirit in the teaching body, and their taking advantage of all opportunities to make themselves more scholarly and scientific in their instruction furnish grounds for a hopeful outlook for public education.

Of course there is still left a percentage of laggards and drones in the ranks, making a convenience of the profession and using it as a sure and easy way of getting bread and meat—teaching is easy to the one without interest in his work—This class is making no special effort to improve themselves and is seemingly without any real hope or desire of advancement. Its aim seems to be to simply hold its own. For such, the weeding out process should be continued.

But considered as a whole the teachers of the State have made wonderful advancement since first it became my duty to look into their condition and to plan for their betterment.

Not to commend their efforts for self improvement and

to thank them for the co-operation, which has always been extended me in every effort to raise the standard of education and uplift the teaching force would be a dereliction in duty. In view of the short terms of service, small salaries received, and the constant difficulty of sustaining themselves in their profession, the readiness with which they have attended Associations, Institutes, Summer Schools, and everything else designed to inform them, as well as their willingness to purchase books, educational journals, and to make any other expenditure to increase their knowledge and add to their equipment for better work, their spirit has been commendable, and even wonderful. As a body, their professional development is 1,000 per cent. better than it was 10 years ago. At that time an exceedingly small per cent. owned any professional books, or took and read any educational journal, as was brought out by investigation at that time.

The following facts explain the cause of this marked improvement. The number of Normal School graduates was reported as 363 in 1896, 283 in 1901, 336 in 1902, the latter divided as to race, 259 whites and 77 negroes. It is not believed that there are near so many full Normal School graduates at work in the State. The large number reported and the discrepancy in the number for the several years is accounted for on the supposition that many having attended some training class for teachers or Summer School, by many called Normal Schools, reported themselves as Normal School graduates. It is doubtful if there really were more than 100 full graduates of any strictly Normal school engaged in public school work.

The number of these teachers attending Summer Schools conducted for one or two months for the training of teachers, sometimes under county and sometimes under State auspices, was 641 in 1896, 586 in 1901, 544 in 1902. A slight falling off is recorded for each year, which is possibly due to the fact that the number of schools were reduced and thereby not accessible to so many teachers, but the percentage of attendance is large considering that there are only 27,099 different teachers employed in the State.

The attendance upon State Associations is smaller than in some years past, owing to less favorable railroad rates being granted, though an attendance of 18 in every

100 teachers is a very creditable recommendation, and argues a desire to keep abreast with the best thought of the profession. The percentage of attendants of negroes upon their Associations is about equal to that of the whites.

The number taking educational journals was 13,018 in 1896, 14,025 in 1901, 15,081 in 1902, a constant increase. A rather remarkable showing is that 60 per cent. of all the negro teachers subscribed for educational journals in 1902 against 55 per cent. of the whites. It is natural to conclude that many of the teachers take and read more than one journal, but the fact that 45 per cent. of all the teachers take no journal is rather a reflection upon their intelligence and desire of professional knowledge.

It is also shown that an average of about 4 per cent of the teachers do not claim residence in the State, and that over 15 per cent. teach outside of their home counties.

The statistics as to the average age of teachers and average number of months taught in life, was recorded for the benefit of such persons as need them, though no very valuable information is deducible from them. They show that the average age of the negro teachers are two years more than that of the whites, and that their average professional life is still greater, the negro males leading both in age and professional service.

### *Salaries of Teachers—*

In the matter of average monthly salary paid teachers there is less ground for complaint with the status of education in Florida than upon most any other count. The difficulty lies in the fact that the salary is paid for too short a time. Nearly all counties pay their teachers monthly in cash, no other system of payment is just, will hold good teachers, or keep alive interest in their work.

When there is no school fund in the County Treasury for the payment of salaries, most County Boards borrow the money at a low rate of interest until the taxes are collected.

The salaries paid in most counties indicate appreciation of competent service on the part of school officials and, considering the size of the fund, a willingness to pay for good services. If the salaries were as low as is

paid in some of the Southern States, the school term could be extended from one to two months, but low wages means poor service, and the wiser course of seeking capable instruction if for a shorter time, is the one adopted in nearly all the counties.

There has been practically no appreciable change in the highest, lowest, or average salaries paid for the past several years, though the aggregate amount paid teachers grew from 474,514.22 in 1896 to \$569,735.33 in 1902, the increase being practically consumed by the increased number of teachers necessary to employ.

The fact that the necessary cost of living or boarding in families in Florida is so much less than in most States needs to be considered in estimating salaries. It appears that the white males have been most successful in pushing their salaries upward in the past six years, the average increase being about \$4 a month, while the average salary of negro males has fallen \$1.26 a month.

The number of teachers receiving the reported highest and lowest monthly salary is small. Only a few graded and high school principals receive as much as \$150 a month, while a limited number of inexperienced and poorly qualified assistants are paid as little as \$12.50 and \$15.00 a month.

The average salary paid all teachers in Florida in 1902 was \$35.57—whites, \$37.16 (males, \$44.49; females, \$35.44); negroes, \$28.10 (males, \$29.89; females, \$26.78). The average salary of negro teachers seems small, and is much larger in some counties, but when qualifications are taken into account it can truthfully be said that no teachers are better paid in any State in the Union, the same being more or less true of the white teachers. While average salaries may not show up well, for the most part capable teachers are appreciated and rewarded according to their worth in Florida. As many hundreds are overpaid as there are hundreds underpaid when real value of service is considered.

While there is no reason for complaint on the question of teachers salaries, though it is believed that the ability to pay higher salaries would lead to the procurement of stronger teachers, still as a matter of information some statistics are introduced to show Florida's comparative standing as to teachers' salaries.







Average salaries paid teachers in 1901, according to the report of the U. S. Commissioner of Education:

	To males.	To females.
In United States .....	\$47 55	\$39 17
In North Atlantic Division of States .....	57 75	41 66
In South Atlantic Division of States .....	29 62	28 39
In South Central Division of States .....	42 36	34 47
In North Central Division of States .....	49 32	38 80
In Western Division of States....	62 36	51 93

Average salaries paid teachers in ten States paying the highest and in ten paying the lowest:

<i>Highest</i>	Average to males	<i>Lowest.</i>	Average to males
Massachusetts.....	\$140.94	North Carolina.....	\$24.92
Rhode Island.....	115.32	South Carolina.....	25.96
Nevada.....	99.65	Alabama.....	31.00
Connecticut.....	96.12	Virginia.....	32.09
New Jersey.....	91.87	Mississippi.....	32.18
California.....	85.10	Louisiana.....	34.25
Arizona.....	76.90	South Dakota.....	34.70
Montana.....	73.86	Maine.....	35.66
Wyoming.....	73.68	Vermont.....	36.60
Utah.....	65.65	Delaware.....	36.60

	Average to females		Average to females
California.....	\$ 65.81	North Carolina.....	\$22.53
Arizona.....	63.40	South Carolina.....	23.20
Nevada.....	59.72	Vermont.....	25.00
Illinois.....	53.51	Virginia.....	26.39
New Jersey.....	52.88	Mississippi.....	26.69
Massachusetts.....	52.75	Maine.....	26.88
Rhode Island.....	51.14	Alabama.....	27.00
Montana.....	50.11	Louisiana.....	28.00
Colorado.....	46.29	New Hampshire.....	28.60
Washington.....	45.85	Iowa.....	30.68

### *School Property and Value—*

The public school property consists of lots, buildings, furniture and apparatus. The net increase in the number of buildings from 1896 to 1902 was only 98, a decrease of 6 in the number reported in 1901, which is a matter of no consequence, as it is liable to have occurred through

discarded buildings in the consolidation of schools, or by the Jacksonville and other fires. It also counts for nothing, as there is shown constant increase in the value of the buildings. Under the two heads, *School Property* and *Value of School Property*, in the summary statistics recorded in the first chapter, may be seen the number and kinds of desks, number of recitation rooms, number of square yards of good blackboard surface, and the value of school lots, buildings, furniture, apparatus and all school equipment.

In the year 1902 there were 17 brick buildings, 2,112 frame buildings and 207 log. There has been a gradual increase year by year in the number of brick and frame buildings and a decrease in log buildings.

The spirit of school house building is rapidly developing in the State, brick and neat frame buildings taking the place of improperly constructed and unsightly old structures. Pictures of a few of these buildings are presented in Chapter IX, and the report two years hence will show many more of them recently erected or now in course of construction. The towns of Chipley, Lakeland and Sanford, and the city of Jacksonville, have just completed handsome brick buildings, varying in size and cost with the school attendance and wealth of the places.

The growing disposition to better equip and house the schools is shown in the increasing values of school property, which increase cannot be fully shown without combining the value of lots and buildings *not owned by County Boards* with those *owned by County Boards*. Heretofore only the property owned, or directly controlled by County Boards was reported, but many of the later buildings are erected with district tax, for a long time strenuously contested, and the titles vested in the Trustees of the Special Tax Districts.

Combining the values of school property thus differently controlled, the following shows the increase in values from 1896 to 1902:

	1896	1902	Increase.
School lots .....	\$ 96,421	\$ 155,275	\$ 58,854
School buildings.....	424,433	758,084	333,651
Furniture & apparatus	107,474	153,545	46,071
<b>Totals .....</b>	<b>\$628,328</b>	<b>\$1,066,904</b>	<b>\$438,576</b>

By far the largest gain in values was made in the last one of the six years. It affords considerable satisfaction to report the large per cent. of increase in the value of school property, but anything like content with the present condition is impossible when it is noted that every one of the new states, excepting Idaho, Nevada, and Wyoming, has many times as much invested in school buildings and equipment. For instance, Colorado with nearly the same population as Florida and not quite half as old, owned school buildings, etc., to the value of \$6,779,094 in 1901 against \$1,066,904 in Florida in 1902—Colorado's worth more than six times as much.

The following is added as information and to show how much growth must be made before Florida reaches the point of satisfaction and boasting, if she has any ambition to rival sister States in the matter of school buildings. The data comes from the report of the U. S. Commissioner of Education for 1901, and three States are purposely taken from each of the Divisions of States not embracing the Southern States:

State	No. School Houses.	Total Value.	Average Value.
Massachusetts . . . . .	\$ 4,058	\$48,979,719	\$12,069
Rhode Island . . . . .	538	5,462,209	10,152
New Jersey . . . . .	1,893	17,494,842	9,242
Illinois . . . . .	12,852	50,839,941	3,956
Ohio . . . . .	13,174	46,182,062	3,506
Michigan . . . . .	8,066	20,404,388	2,529
Montana . . . . .	712	7,400,250	10,337
California . . . . .	4,000	19,039,167	4,759
Utah . . . . .	715	3,000,000	4,195

Value of School houses in nine Southern States:—

State	No. School Houses.	Total Value.	Average Value.
North Carolina . . . . .	\$7,082	\$1,335,658	\$183
South Carolina . . . . .	4,918	990,000	201
Alabama . . . . .	7,058	1,550,000	214
Mississippi . . . . .	6,687	1,636,055	259
Tennessee . . . . .	7,058	1,500,000	426
Georgia . . . . .	6,246	2,738,800	438
Florida. (1902 . . . . .	2,336	1,066,904	456
Virginia . . . . .	7,218	3,336,166	462
Arkansas . . . . .	5,254	2,616,537	498

Excluding school buildings for negroes and the average value of school buildings with equipment, Florida rises from \$456 to \$501. It is natural to suppose that there would be a like or greater percentage of increase in the nine states above if the school property for whites alone was considered.

It is held that the Southern States are not able to build better school houses but the number and aggregate value, and average value of the churches in the above States prove that they could build better school houses as a *part* of the people build churches by voluntary contributions and *all* the people build school houses by taxation. The aggregate value of churches is omitted below for want of space, it can be found by multiplying the number of churches in each State by the average value of churches in that State, also the number of school houses is omitted because given above.—Note also that there are more church buildings in one State than school houses.

State	No. Churches.	Average Value of School Buildings.	Average Value of Church Buildings.
North Carolina . . . . .	6,512	\$183	\$1,000
South Carolina . . . . .	3,967	201	1,400
Alabama . . . . .	6,013	214	1,100
Mississippi. . . . .	5,001	259	800
Tennessee. . . . .	5,792	426	1,700
Georgia. . . . .	7,008	438	1,100
Florida. . . . .	1,793	456	1,300
Virginia. . . . .	4,894	462	2,100
Arkansas. . . . .	3,792	498	800

#### County Levy for Schools.—

There is no item of statistics showing so conclusively the willingness of the masses to pay taxes for the support of the schools as the rate of millage levied in the counties. Some people have not yet perceived the wonder of the revolution that has come about in the minds of the people since many in the Constitutional Convention of 1885 fought so bitterly against allowing a maximum county levy of 5 mills for public education.

When the Constitution was before the people for ratification in the fall of 1886 much opposition was developed

on account of what was then denounced as unjust and too liberal school tax, many votes were cast against the adoption of the instrument because it provided for a County levy of not less than three nor more than five mills for schools, and permitted the levy in addition, under certain restrictions, of a three mills district tax.

It is interesting to note the change in sentiment towards public education as indicated by the constant growth in the number of Counties making the maximum County levy possible, and also in the rapid growth in the number of districts voting to levy upon themselves the district tax in addition to the largest County levy possible.

By the year 1890 only 6 counties had levied the maximum 5 mills, no district levy having been voted, but the number has kept increasing year by year until 1902, when it is found that one county levied 7 mills, despite the Constitutional limitation, 39 counties levied the 5 mills, the full limit, while the other 5 counties were levying, one 4, one  $4\frac{1}{4}$ , and three  $4\frac{1}{2}$  mills.

This is not all. 226 Special tax districts, containing about 400 schools (exact number not reported), voted a district tax upon themselves while the counties were assessing the highest levy possible.

Nor is that all, the demand comes from school officers and people all over the State to abolish the 5-mill limitation upon the school levy, and only a certain class of politicians has not yet perceived the change in the sentiment of the people on the question of supporting the public schools.

A resolution amending the Constitution, fixing the maximum levy at 7 mills instead of 5 passed the lower House of the last Legislature by the required three-fifths majority and had eight votes to spare. In the Senate 17 votes were cast for it and 12 against it (three being absent), lacking just three votes of a three-fifths majority in that body. The votes that defeated the measure came in solid phalanx from that section of the State least progressive in education and paying decidedly the least for the support of the public schools.

#### *Taxation for Schools.—*

The assessable property of the State has scarcely varied within the past six years, consequently it would hardly

be expected that there would be any increase in school funds. The sources of school fund by taxation are the one mill State levy, various county levies, poll taxes, and special district taxes. There has been practically no appreciable change in the levy and collection of the one mill tax, nor much variation in the amount received from poll taxes, but there was a considerable increase in the aggregate amount received from the county levies in 1902, amounting to \$73,527 over the collections for the year 1896, and \$75,324 over the receipts for the year 1901.

It has been impossible up to this time to get County Superintendents to properly report the district tax levy, as prior to the year 1901, the management of district funds was intrusted to trustees, hence the amounts of district assessment had to be left blank in the summary statistics. The amount of the district collections for each separate year is not very reliable as the collections for the year were very much mixed, it being impossible to distinguish the fund collected in 1901 and 1902 from back taxes and from amounts held over in many districts by the trustees before the passage of the law requiring all these funds to be held and disbursed by the County Treasurer.

Since District Funds are to be kept by the County Treasurer, and paid out by warrants of the County Board, it is hoped that there will be no difficulty in reporting special tax district funds in the future.

One fact to which your attention is especially directed is the small number of polls assessed, for it must be that in a State with not less than 550,000 inhabitants that there are more than 67,000 males subject to a poll tax. The small number assessed is not so hard to understand as the small percentage of these collected which was only 58 per cent. in 1896, 55 in 1901, and 58 again in 1902. Since the poll tax is devoted to the support of the schools and no one is allowed to vote without paying it, it appears that there is very loose management somewhere, in that nearly 65 per cent. of the males are allowed to escape the payment of this tax.

The attention of the Legislature is called to this matter with the hope that at least \$30,000 or \$40,000 will be saved for the school fund by some provision insuring the better collection and reporting of poll taxes.



### *Total Expenditures for Schools.—*

As the amount paid on debts created prior to the year for which report is made has been excluded from total expenditure for schools each year subsequent to 1896, it was necessary to deduct \$61,322.49 from the \$660,249.62 reported as the total expenditure for 1896, in order that comparisons with the expenditure for that year might be just.

The aim is to show the exact expenditure for the schools conducted within twelve months and not the expenditure of previous years brought forward in the shape of debts. This deduction made, the total expenditure for schools was \$598,927.20 in 1896, \$774,870.33 in 1901, \$792,918.87 in 1902, an increase of \$193,991.67 in 6 years. This percentage of increase is greater than the increase in attendance, showing an increased cost per pupil to conduct the schools, which is also shown in the statistics on that subject. The cost per pupil was entirely too little and still far below the average in other States, the increase is fully compensated for in the greater value of the instruction the pupils have been receiving for the past few years.

Attention is called to the fact that the total expenditure for the schools is separated into *expenditure for schools proper* and *expenditure for administration* for both whites and negroes.

There is a twofold object in the above classification, one is to show the part of the total expenditure going directly to the schools and the part expended for their administration, the other is to show the separate cost of white and negro schools with each augmented by its just *pro rata* of the cost of administration.

In making this classification of the total expenditures, the cost of school lots, buildings, repairs, furniture, apparatus, insurance, rent, janitors, fuel, free books, transportation of pupils, sundry school incidentals, and salaries of teachers are charged to the account of *Expenditure for Schools Proper*.

*Expenditure for Administration* is charged with salaries of County Superintendents, traveling expenses of Superintendents, per diem and mileage of school Boards, Commissions of County Treasurers, office incidental expenses of Superintendents and Boards, printing, teacher's examinations, tuition of County line pupils, Institutes

and Summer Schools, free books not apportioned to schools, interest on debts and borrowed money, and unclassified expenses.

The last six items of expenditure, except possibly a part of the last, are probably chargeable neither to cost of administration, nor to the cost of schools proper, but they are included with the last because more convenient to thus classify them.

As classified above the cost of administration was nearly 12 per cent. of the total expenditure for schools.

The total cost of the schools for whites and negroes, after charging to the *cost of schools proper* of each race its proportionate cost of administration prorated on the basis of enrollment, is as follows: schools for whites, \$467,414.40 in 1896, \$621,242.26 in 1901, \$628,769.26 in 1902; schools for negroes, \$131,512.80 in 1896, \$153,628.07 in 1901, \$164,149.61 in 1902.

This increase in the cost of the schools in six years was 30 per cent. for white schools and 25 per cent. for negro schools.

#### *Per Capita Cost of Schools—*

This is a very important item of educational statistics. Though it may not absolutely measure interest in public education, yet it fairly indicates the willingness and the strength of the conviction that it is the paramount duty of the State to prepare every youth to reach the highest destiny for himself and to achieve more for the State. The threadbare excuse of poverty is no excuse at all. Education is the poor man's necessity, as by it he can acquire the pinions upon which to lift himself. The same is true of a poor State. The greater her poverty the greater the obligation to produce men to project enterprises for increasing her wealth. The question of poverty barely enters into the question, it is one of desire and determination. Poor people excel all others in building churches, because they really want them.

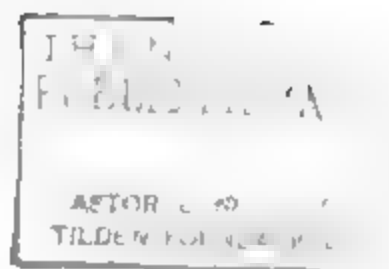
The per capita statistics individualizes the investigation and shows what upon an average is done by each individual for each individual and furnishes a just and exact basis for comparing educational interest and effort under all conditions and everywhere.

During the past six years there has been small but quite appreciable increase in all the per capita receipts



PLATE 1—ACADEMIC BUILDING, ST. PETERSBURG NORMAL AND INDUSTRIAL SCHOOL

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and expenditures for education, to-wit: per inhabitant, per educable youth, per pupil enrolled, and per pupil in daily, or average, attendance. Despite the increase, the amounts are still small enough to blush the check of a dominant party State Convention protesting great devotion for and liberality towards the public schools, if their smallness be contrasted with similar amounts in other States where interest in public education does not expend itself in resolutions and lip declarations of which the heart is totally ignorant.

The per capita cost of the public schools to Florida in the year 1902 is measured by the following: Per inhabitant, \$1.41; per youth of school age, \$4.77; per youth enrolled in the schools, \$7.05; per pupil in average, or daily attendance, \$10.41.

The rank of the State is creditable when compared with some of the States, but not so when compared with others.

The average expenditure per capita of total population for schools in 1901 in the United States, the great Divisions of the United States, and Florida compared:

United States .....	\$ 2 93
South Atlantic States.....	1 28
Western States.. ..	4 25
North Atlantic States .....	4 17
South Cental States .....	3 36
Florida .....	1 41

The following shows the expenditure for schools per inhabitant in the States each where it is largest and smallest:

<i>Largest</i>		<i>Smallest</i>	
Colorado.....	\$5.02	Alabama.....	\$ .50
Massachusetts .....	4.96	North Carolina.....	.60
New York.. .	4.91	South Carolina.....	.71
California.....	4.80	Mississippi.....	.86
North Dakota.....	4.78	Tennessee.....	.87
Utah. ....	4.72	Louisiana. ....	.88
Nevada.....	4.62	Georgia .....	.92
Washington.....	4.23	Arkansas .....	1.05
Iowa .....	3.90	Virginia.....	1.08
Nebraska....	3.85	Kentucky.....	1.30

The following, also taken from the Report of U. S. Commissioner of Education for 1901, gives the amount of school fund raised for the education of each youth 5 to 18 years of age, and the average expenditure per pupil in daily, or average attendance:

	<i>Average Raised Per Pupil.</i>	<i>Expended Per Pupil in Daily Attendance.</i>
United States.....	\$10 73	\$21 14
N. Atlantic States.....	17 93	33 52
S. Atlantic States.....	4 02	9 61
S. Central States.....	3 40	7 54
N. Central States.....	12 26	22 26
Western States.....	17 91	31 46
Florida (1902) . . . . .	4 77	10 41

The same is now given in ten States where largest in contrast with ten in which smallest.

<i>Amounts raised per pupil. Where largest.</i>	<i>Amounts raised per pupil. Where smallest.</i>
Nevada.....\$23.29	North Carolina.....\$1.76
Colorado.....22.52	Alabama... ..1.81
California.....22.44	South Carolina.....2.05
Massachusetts.....22.37	Mississippi.....2.61
New York.....21.70	Georgia.....2.67
Montana.....18.95	Louisiana.....2.68
Washington.....17.10	Tennessee.....2.80
Pennsylvania.....15.36	Arkansas.....3.30
North Dakota.....15.24	Virginia.....3.44
Utah.....14.99	Kentucky.....4.47
<i>Expended per pupil in daily attendance. Where largest</i>	<i>Expended per pupil in daily attendance. Where smallest</i>
New York.....\$41.68	Alabama.....\$3.10
Nevada.....39.70	North Carolina.....4.56
Colorado.....38.29	South Carolina.....4.62
Massachusetts.....38.21	Tennessee.....5.17
California.....36.67	Mississippi.....6.48
North Dakota.....35.03	Georgia.....6.68
Montana.....33.97	Arkansas.....6.88
Rhode Island.....33.24	Louisiana.....8.82
New Jersey.....32.49	Kentucky.....9.13
New Mexico.....30.88	Virginia.....9.70

### *One Mill Tax and Apportionment—*

The fund received from this State assessment has varied very little in the past several years, as the total assessable property of the State has remained almost fixed. The collections of this fund have been about \$90,000 a year, sometimes a little more and then a little less. It is apportioned to the counties on the basis of average attendance twice a year, about the 1st of May and November.

It is found by experience that these are the dates when

the fund reaches a sufficient amount in the State Treasury to be of any material help to the counties after apportionment.

The amendment to the Constitution, adopted in 1894, requiring the apportionment of this fund upon the basis of average attendance was intended to equalize to some extent the amounts sent back to the counties, so that a number of them would not receive in the aggregate three or four times as much of this tax as was paid by them. It not unfrequently happened that counties assessing a five mill school tax received back less of this one mill tax than was paid, while counties assessing less than five mills received the benefit of what the other counties lost.

The amendment to the Constitution had a tendency to correct this inequality, but under the present basis of apportionment it still exists to a large extent.

Many counties with remarkable low valuations on their assessable property still receive considerably more of the one mill tax than is paid in those counties, while their increment is seen to come from counties where the values of the assessable property are much higher. In illustration of this point, it is noticed that Jackson county received, in 1901, 3.46 times as much one mill tax as was paid by that county; Gadsden 3.11 times as much as it paid in 1902, while Dade county received as little as .30 and .31, in 1901, and 1902, as was paid by that county. These counties are given as the extremes. The amounts received by each county for every one dollar paid by that county into the one mill fund may be seen by consulting the Tables on that subject.

*Financial Condition of County Boards*—As will be seen by reference to the statistics given under the head of *Financial Summary and Balances*, an effort was made to secure accuracy by requiring a balance sheet to be made for every county, and a balance of the totals for the whole State is given. In most instances it is believed that these balances are absolutely true, but some discrepancies are patent. The reports show \$83,776.69 borrowed in the school year 1901-2 and about the same amount the preceding year. It is very certain that a considerable amount of money was borrowed which does not appear in these reports, because of the varying methods of securing loans. The common practice of having warrants paid promptly

at some designated bank, discounts being paid in a lump sum by the County Boards, is in effect borrowing money, but, so far as known, no transaction of this kind is included in the amounts reported as borrowed money.

It is encouraging to note that eight counties paid themselves out of debt last year; there being at the time of the last report 23 counties out of debt with \$53,615.78 cash on hand. It is not so encouraging to note that while the number of counties in debt was reduced from 31 to 22 the amount of net indebtedness was increased from \$158,933.25 to \$177,991.65. It is necessary to state, also, that this is not a true statement of the net indebtedness of these counties. While this report cannot "go behind the returns" from the County Superintendents, there is every reason to believe that two counties alone have failed by nearly \$100,000 to report their entire indebtedness, and there are probably some liabilities not reported from one or two other counties. \$275,000 would probably be more nearly a true statement of the net indebtedness of these 22 counties. It is regretted that this office has no means of securing correct reports when the county superintendents fail to give them. Everything has been done by correspondence that was possible, but where the county authorities had their own reasons for withholding data it has been impossible to get it from them.

I desire to direct attention to the fact that less than half the counties of the State are carrying an indebtedness nearly equal to one-third the total income for all the counties for the year. There can be no objection to providing permanent improvements in the school system, such as buildings, by loans so that a due proportion shall be paid each year. In fact, it is a wise policy to make such investment for the rising generation, and require them to pay their due proportion; but for current expenditures it is important that each year bear its own burdens. If the income does not meet the necessary expenditure, then taxes must be raised, or abandon even the semblance of a school system. It is both unwise and dishonorable to pile up indebtedness against the future without adequate return in the way of buildings or other advantages.





PLATE 5—STATE NORMAL SCHOOL, DeFUNIAK SPRINGS, CLASS ROOMS AND MODEL SCHOOL.

1907

## CHAPTER III.

### STATISTICAL REPORTS OF THE COUNTY SUPERINTENDENTS TABULATED.—1900-01.

The statistical data of the public school system of Florida for the year 1900-01 have been tabulated in the following pages. It is with pleasure that it can be announced that these tables are more complete and accurate than has heretofore been possible. Improved forms for Teachers' and Superintendents' reports have been put into use which provides for the reporting of some matters which have not been secured heretofore, the new reports provide for a series of checks which insures a greater accuracy, and a great deal of time and care has been devoted to securing correctness. Every table has been made to balance, including those showing the financial operations and the final balance sheet. In the case of a few counties this balance has been forced, as it was impossible to get correct data from the Superintendents, but in most cases it represents a true balance of county books.

The chief discrepancies in the reports for the past two years have come from the failures of certain counties to carry out the provisions of the Special Tax District Law. Where the law of 1899 has been faithfully executed the trouble has been avoided.

The pains taken to get these reports accurate have been not so much for the sake of these tables as for securing accuracy in the accounts and records of the counties. It is confidently asserted that a great deal has been accomplished in this direction which will be of untold value to the State.

The tables not only contain practically everything that the most thorough research into school affairs could wish, but it will be readily seen by a little thoughtful comparison that they show a great difference among the counties in respect to the interest in education and the management of public school affairs.

TABLE I.—Total Population and School Population.

1900 and 1901 Counties.	Population (Census of 1900)			School Population (6 to 21 years of age) (Census of 1900)		
	Total	White	Negro	Total	White	Negro
The State	528,542	297,332	231,209	161,428	93,351	68,077
Alachua..	32,245	13,277	18,968	9,697	3,548	5,851
Baker....	4,516	3,325	1,191	1,362	1,142	220
Bradford..	10,295	7,569	2,727	3,716	2,915	801
Brevard...	5,158	4,001	1,157	1,417	1,141	276
Calhoun...	5,132	3,097	2,035	1,369	943	426
Citrus....	5,391	2,754	2,637	1,158	837	321
Clay.....	5,635	3,805	1,832	1,601	1,217	384
Columbia..	17,094	7,773	9,321	4,468	2,376	2,092
Dade.....	4,955	3,548	1,407	1,375	1,036	339
DeSoto...	8,047	7,374	673	2,787	2,672	115
Duval....	33,733	17,276	22,457	10,838	4,371	6,467
Escambia	28,313	16,384	11,929	7,643	4,548	3,095
Franklin..	4,890	2,648	2,242	1,109	662	447
Gadsden...	17,294	5,438	9,856	5,647	1,776	3,871
Hamilton..	11,881	6,505	5,376	3,296	2,227	1,069
Harney...	3,638	1,823	1,815	1,132	628	504
Hillsboro	36,013	27,528	8,485	9,356	7,274	2,082
Holmes...	7,762	6,481	1,281	3,161	2,791	370
Jackson...	23,377	11,087	12,290	6,679	3,522	3,157
Jefferson..	16,195	3,575	12,620	6,132	1,255	4,877
Lafayette..	4,987	4,224	763	1,235	1,213	22
Lake.....	7,467	4,829	2,638	2,095	1,451	644
Lee.....	3,071	2,737	334	823	791	32
Leon.....	19,887	3,686	16,001	7,416	1,001	6,415
Levy.....	8,608	5,321	3,287	2,627	1,747	880
Liberty....	2,954	1,459	1,497	740	444	296
Madison...	15,447	6,542	8,904	5,271	1,933	3,338
Manatee...	4,667	4,205	462	1,502	1,416	86
Marion....	24,407	9,356	15,051	7,457	3,021	4,436
Monroe....	18,007	12,192	5,814	5,588	3,981	1,607
Nassau....	9,654	4,559	5,095	2,742	1,503	1,239
Orange....	11,379	7,347	4,032	3,887	2,408	1,479
Osceola...	3,444	3,013	431	1,133	1,016	117
Polk.....	6,754	4,375	1,879	1,713	1,489	224
Pasco.....	12,472	9,523	2,949	4,032	3,249	783
Putnam...	11,641	6,017	5,624	3,316	1,617	1,699
St. Johns..	9,165	5,540	3,625	2,424	1,645	779
Santa Rosa	10,293	7,827	2,466	3,865	3,112	753
Sumter...	6,187	3,907	2,280	2,120	1,416	704
Suwannee..	14,554	7,977	6,577	5,443	2,726	2,717
Taylor....	3,999	3,561	438	1,209	1,111	98
Volusia...	10,203	6,538	3,665	3,047	1,991	1,056
Wakulla...	5,149	2,359	2,790	1,234	632	602
Walton...	9,346	7,307	2,039	3,423	2,777	646
Washington	10,154	7,468	2,686	3,134	2,442	692

**TABLE II.—Showing Number of Schools and Average Length of Term in Days.**

1900—1901. Counties.	Number of Schools Maintained.			Average Length of Term in Days		
	Total	White	Negro	Both	White	Negro
The State.....	2,485	1,823	662	96	98	93
Alachua.....	120	73	47	102	116	80
Baker.....	42	38	4	71	71	73
Bradford.....	54	45	9	80	80	80
Brevard.....	49	41	8	105	104	111
Calhoun.....	30	21	9	97	99	91
Citrus.....	27	21	6	115	120	100
Clay.....	49	42	7	75	75	73
Columbia.....	84	54	30	83	84	81
Dade.....	28	22	6	138	137	140
DeSoto.....	55	53	2	97	96	100
Duval.....	70	39	31	105	109	102
Escambia.....	66	47	19	115	116	115
Franklin.....	6	4	2	130	125	140
Gadsden.....	79	40	39	86	90	81
Hamilton.....	57	40	17	70	68	73
Hernando.....	24	18	6	115	127	80
Hillsborough.....	95	81	14	117	117	117
Holmes.....	45	43	2	77	77	78
Jackson.....	93	57	36	84	87	80
Jefferson.....	63	28	35	90	103	79
Lafayette.....	42	41	1	82	82	80
Lake.....	58	43	15	117	123	98
Lee.....	25	24	1	122	122	120
Leon.....	71	31	40	103	104	101
Levy.....	44	33	11	92	93	90
Liberty.....	17	13	4	80	80	80
Madison.....	95	60	35	66	72	56
Manatee.....	44	41	3	91	94	87
Marion.....	112	67	45	101	101	100
Monroe.....	8	6	2	114	99	160
Nassau.....	49	33	16	92	90	95
Orange.....	65	49	16	117	119	110
Osceola.....	31	27	4	95	95	95
Pasco.....	43	39	4	76	82	65
Polk.....	35	75	10	101	102	99
Putnam.....	67	43	24	106	113	100
St. Johns.....	36	29	7	129	131	119
Santa Rosa.....	73	64	9	75	76	72
Sumter.....	42	31	11	99	99	100
Suwannee.....	82	57	25	75	76	75
Taylor.....	35	34	1	64	63	80
Volusia.....	55	39	16	110	114	100
Wakulla.....	32	22	10	89	89	90
Walton.....	67	56	11	78	78	80
Washington.....	71	59	12	73	73	78

**TABLE III.—Showing Educational Status of Youth Enrolled.**  
**PART I.**

1900—1901. Counties.	Chart or Beginners Class			First Reader Cl		
	Total	White	Negro	Total	White	Ne
The State.....	15,292	6,151	9 141	22,022	11,487	10.
Alachua.....	1,152	165	99	1,535	561	
Baker.....	167	106	58	289	232	
Bradford.....	472	334	138	375	282	
Brevard.....	119	88	31	170	131	
Calhoun.....	50	19	31	186	106	
Clay.....	78	32	46	140	88	
Columbia.....	187	94	93	193	121	
Citrus.....	774	185	589	632	272	
Dade.....	143	107	36	192	96	
DeSoto.....	159	135	24	348	335	
Duval.....	701	161	540	1,647	647	1,
Escambia.....	373	206	167	1,029	575	
Franklin.....	80	45	35	124	61	
Gadsden.....	758	103	655	865	221	
Hamilton.....	351	162	189	485	302	
Hernando.....	130	31	99	204	103	
Hillsborough.....	1,048	747	301	886	722	
Holmes.....	289	278	11	524	510	
Jackson.....	67	268	402	1,446	560	
Jefferson.....	590	29	561	830	154	
Lafayette.....	123	118	5	230	219	
Lake.....	186	87	99	216	128	
Lee.....	90	82	8	121	114	
Leon.....	699	85	614	902	103	
Levy.....	112	50	62	340	170	
Liberty.....	63	29	34	82	42	
Madison.....	825	347	478	742	279	
Manatee.....	108	71	37	187	163	
Marion.....	1,164	205	959	920	326	
Monroe.....	344	180	164	354	266	
Nassau.....	273	77	196	300	109	
Orange.....	209	72	137	419	243	
Osceola.....	101	92	9	155	130	
Pasco.....	80	51	29	235	203	
Polk.....	303	199	104	563	427	
Putnam.....	121	26	95	510	200	
St. Johns.....	179	112	67	354	179	
Santa Rosa.....	186	70	116	619	470	
Sumter.....	166	52	114	222	103	
Suwannee.....	625	255	370	727	361	
Taylor.....	155	132	23	157	145	
Volusia.....	143	75	68	435	241	
Wakulla.....	189	78	111	214	102	
Walton.....	238	141	97	464	364	
Washington.....	319	170	149	454	321	

III. (Continued)—Showing Educational Status of  
Youth Enrolled.  
PART II.

	Second Reader Class			Third Reader Class		
	Total	White	Negro	Total	White	Negro
te.....	17,986	9,893	8,093	17,942	10,836	7,106
.....	1,108	401	707	1,124	505	619
.....	180	150	30	197	176	21
d.....	437	339	98	453	393	60
.....	160	122	38	167	127	40
.....	151	107	44	143	90	53
.....	112	77	35	89	66	23
ia.....	212	164	48	230	178	52
.....	498	225	273	530	304	226
.....	185	106	79	239	155	84
.....	329	318	11	382	372	10
.....	1,260	536	724	1,077	539	538
ia.....	779	463	316	744	459	285
l.....	114	59	55	119	50	69
l.....	705	207	498	606	230	376
n.....	354	185	169	265	182	83
lo.....	119	82	37	153	99	54
ough.....	710	551	159	869	666	203
.....	368	356	12	309	304	5
.....	998	451	547	999	529	470
a.....	718	123	595	579	125	454
te.....	216	206	10	198	196	2
.....	274	164	110	326	206	120
.....	122	114	8	130	122	8
.....	766	106	660	726	96	630
.....	250	138	112	262	190	72
.....	77	49	28	64	35	29
.....	730	311	419	756	327	429
l.....	184	172	12	193	187	6
.....	868	282	586	908	349	559
.....	219	141	78	200	112	88
.....	324	125	199	267	128	139
.....	345	208	137	415	214	201
.....	197	171	26	174	162	12
.....	174	160	14	187	182	5
.....	452	362	90	502	407	95
.....	365	144	221	401	194	207
ns.....	290	203	87	315	218	97
loss.....	440	365	75	450	373	77
.....	245	145	100	274	200	74
ee.....	549	324	225	504	274	230
.....	165	142	23	165	159	6
.....	324	197	127	316	202	114
a.....	166	108	58	168	129	39
.....	337	262	75	378	322	56
gton.....	410	272	138	389	303	86

**TABLE III. (Continued)—Showing Educational Youth Enrolled.**  
**PART III.**

	Fourth Reader Class			Fifth Reader Class			
	Total	White	Negro	Total	White	Negro	
The State..	17,480	12,189	5,291	12,585	9,808	2,777	8.
Alachua....	1,124	653	471	570	419	51	
Baker.....	216	197	19	101	89	12	
Bradford...	422	369	53	255	248	7	
Brevard....	214	143	71	173	152	21	
Calhoun....	114	96	18	17	17		
Clay.....	132	111	21	133	131	2	
Columbia...	264	227	37	171	148	23	
Citrus.....	535	335	200	444	301	143	
Dade.....	233	179	54	117	104	13	
DeSoto.....	517	505	12	363	358	5	
Duval.....	1,016	628	388	734	479	255	
Escambia...	553	40	153	378	317	61	
Franklin....	120	56	64	95	50	45	
Gadsden....	585	264	321	462	293	169	
Hamilton...	264	194	70	174	158	16	
Haroldo....	109	77	32	88	82	6	
Hillsborough	932	808	124	623	569	54	
Holmes.....	380	377	3	270	270		
Jackson....	766	509	257	266	191	75	
Jefferson...	598	129	469	440	133	307	
Lafayette...	167	166	1	14	14		
Lake.....	331	246	85	286	255	31	
Lee.....	115	108	7	63	58	5	
Leon.....	516	109	407	426	152	274	
Levy.....	304	225	79	206	163	43	
Liberty.....	65	46	19	63	59	4	
Madison....	533	256	277	360	174	186	
Manatee....	214	196	18	211	200	11	
Marion.....	855	463	392	566	400	166	
Monroe.....	196	136	60	334	250	84	
Nassau.....	334	185	149	191	165	26	
Orange.....	376	249	127	484	356	128	
Osceola....	189	180	9	77	69	8	
Pasco.....	207	200	7	210	209	1	
Polk.....	522	485	37	494	463	31	
Putnam....	411	246	165	298	205	93	
St. Johns..	260	201	59	224	175	49	
Santa Rosa..	436	302	44	299	271	28	
Sumter.....	249	195	54	182	164	18	
Suwannee..	506	365	141	390	344	46	
Taylor.....	152	152		94	93	1	
Volusia....	407	265	142	399	291	108	
Wakulla....	152	114	38	93	70	23	
Walton.....	437	371	66	494	467	27	
Washington	452	381	71	253	232	21	



TABLE IV.—(a) Enrollment by Race and Sex; (b) Percentage of School Population (6 to 21) Enrolled.

1903-1904 Counties.	Enrollment.							Percentage of School Popu- lation En- rolled.		
	Both Races	Total White	Total Negro	White Males	Negro Males	White Females	Negro Females	Both Races	White	Negro
The State.	111,607	88,029	43,578	31,512	20,475	33,511	23,103	64	73	64
Alachua...	7,012	3,076	3,936	1,552	1,786	1,524	2,157	72	40	66
Baker.....	1,162	965	197	472	9	493	105	75	84	89
Bradford...	2,535	2,086	449	1,081	22	1,065	220	63	67	56
Brevard....	1,123	878	245	432	125	446	121	79	77	80
Calhoun....	804	574	231	318	117	256	113	59	61	57
Citrus.....	825	646	179	353	80	283	93	71	77	53
Clay.....	1,312	987	325	484	146	503	179	82	81	84
Columbia...	3,604	1,786	1,818	917	856	869	962	81	75	87
Dade.....	1,153	791	362	424	163	367	190	84	76	*107
DeSoto....	2,285	2,208	77	1,165	38	1,043	39	82	83	67
Duval.....	7,225	3,697	3,528	1,753	1,682	1,944	1,846	67	85	55
Escambia...	4,553	3,032	1,521	1,479	714	1,582	807	69	66	50
Franklin...	738	397	341	190	158	207	183	60	60	76
Gadsden...	4,102	1,426	2,676	713	1,362	713	1,374	73	80	66
Hamilton...	2,103	1,395	708	705	332	691	376	64	62	66
Hernando...	839	510	329	259	101	258	168	73	81	65
Hillsboro...	5,777	4,765	1,012	2,384	461	2,381	551	62	66	50
Holmes....	2,116	2,071	45	1,073	24	998	21	67	74	12
Jackson...	5,571	2,922	2,649	1,549	1,234	1,373	1,415	83	83	84
Jefferson...	3,971	885	3,086	444	1,464	441	1,622	65	70	61
Lafayette...	948	919	29	59	12	419	17	77	76	*132
Lake.....	1,713	1,189	523	589	255	591	278	82	81	83
Lee.....	679	633	43	306	20	339	23	83	89	*134
Leon.....	4,076	692	3,384	363	1,579	329	1,845	55	69	53
Levy.....	1,634	1,140	554	552	275	585	279	64	65	63
Liberty....	449	295	154	151	75	144	79	59	66	50
Madison...	4,136	1,770	2,363	997	1,068	863	1,298	79	89	71
Manatee...	1,289	1,191	98	610	55	591	43	86	84	*114
Marion....	5,655	2,322	3,333	1,202	1,571	1,129	1,767	76	52	75
Monroe....	1,755	1,159	596	546	294	613	392	31	29	31
Nassau....	1,851	913	938	469	433	444	595	63	61	76
Orange....	2,565	1,643	922	821	425	822	497	61	68	62
Osceola...	984	895	89	453	49	442	49	87	87	76
Pasco.....	1,189	1,101	88	584	36	517	52	69	74	39
Polk.....	3,265	2,767	498	1,488	249	1,379	258	81	85	64
Putnam...	2,363	1,249	1,114	628	543	621	571	71	77	65
St. Johns...	1,690	1,155	535	586	246	569	289	70	70	69
Santa Rosa	2,503	2,014	489	1,051	216	963	273	65	65	65
Sumter....	1,379	970	479	457	207	443	272	65	64	68
Suwannee...	3,516	2,138	1,378	1,106	634	1,032	744	65	78	51
Taylor....	908	843	65	452	36	391	29	75	76	66
Volusia...	2,396	1,608	788	805	388	803	409	78	81	75
Wakulla...	1,049	608	341	369	183	296	198	85	*106	63
Walton....	2,387	1,974	413	1,008	178	966	235	67	71	64
Washington	2,358	1,769	589	908	206	852	392	75	72	85

\*Evidently due to incorrect census.

TABLE V.—(a) Average Daily Attendance; (b) Percentage of Enrollment in Daily Attendance.

1900—1901. Counties.	Average Daily Attendance							Percentage of Enrollment in Daily Attendance.		
	Both Races	Total White	Total Negro	White Males	Negro Males	White Females	Negro Females	Both Races	White	Negro
The State.	75,325	45,202	30,123	22,589	13,960	22,613	16,163	67	66	69
Alachua...	5,151	2,164	2,987	1,083	1,313	1,081	1,664	73	70	76
Albany...	724	598	126	286	55	312	71	62	62	64
Bradford...	1,763	1,434	329	727	167	707	182	76	69	71
Brevard...	810	637	173	326	88	311	85	72	73	71
Calhoun...	554	388	166	220	83	168	83	69	68	72
Citrus...	518	400	118	217	50	183	68	63	62	66
Clay...	865	685	180	336	75	340	105	66	70	55
Columbia...	2,247	1,119	1,128	564	529	555	599	62	63	62
Dade...	757	526	231	274	102	251	129	66	66	64
DeSoto...	1,501	1,512	49	708	25	714	24	69	69	64
Duval...	5,648	2,757	2,291	1,301	1,076	1,456	1,215	70	74	65
Escambia...	3,011	1,994	1,017	944	456	1,059	561	68	65	67
Franklin...	524	238	286	129	131	116	155	71	60	84
Gadsden...	3,057	1,011	1,996	484	957	527	1,039	73	71	75
Hamilton...	1,334	907	427	440	196	467	231	63	65	60
Hernando...	565	349	216	167	106	182	110	68	66	66
Hillsboro...	4,108	3,333	775	1,627	349	1,706	426	71	70	70
Holmes...	1,115	1,082	33	538	18	524	15	53	52	73
Jackson...	3,134	1,488	1,646	755	759	733	887	56	51	62
Jefferson...	2,671	544	2,127	249	1,006	295	1,121	67	62	68
Lafayette...	634	611	23	329	12	282	11	67	52	79
Lake...	1,169	820	349	394	169	426	180	68	70	66
Lee...	401	375	26	179	11	196	15	59	59	60
Leon...	3,147	512	2,635	261	1,238	251	1,397	77	74	78
Levy...	1,162	771	391	390	165	381	196	69	68	71
Liberty...	272	180	92	88	49	92	43	61	61	60
Madison...	3,283	1,403	1,880	731	834	671	1,046	79	79	75
Manatee...	844	784	60	366	37	398	23	66	66	61
Marion...	4,057	1,663	2,394	839	1,118	824	1,276	72	72	72
Monroe...	1,036	707	323	339	148	368	175	59	60	54
Nassau...	1,118	558	560	282	255	276	305	60	61	60
Orange...	1,789	1,176	613	594	279	582	34	69	77	66
Osceola...	634	574	60	291	33	283	27	64	64	61
Pasco...	897	836	61	427	27	409	34	75	76	69
Polk...	2,199	1,888	311	923	149	965	162	67	68	63
Putnam...	1,619	876	743	436	357	446	386	69	70	67
St. Johns...	1,050	739	311	367	133	371	178	62	64	58
Santa Rosa...	1,782	1,400	382	740	167	660	215	71	68	78
Sumter...	903	607	296	300	122	307	174	66	67	62
Suwannee...	2,102	1,310	792	65	359	651	433	60	61	57
Taylor...	491	455	36	255	16	200	20	54	53	55
Volusia...	1,799	1,186	613	585	297	601	316	75	74	78
Wakulla...	585	360	225	186	105	174	120	56	54	60
Walton...	1,438	1,179	259	582	108	597	151	60	60	63
Washington...	1,453	1,066	387	555	191	511	196	62	61	65

**TABLE VI.—(1) Aggregate Number of Days Schooling Given;  
(2) Average Number of Days Schooling Given  
for Every Child 6 to 21 Years of Age.**

1900—1901. Counties.	Aggregate Days Schooling Given.			Average Days School ing Given Every Child 6 to 21.		
	Total	Whites	Negroes	Both Races	Whites	Negroes
The State.....	7,952,054	5,017,517	2,934,537	46	54	43
Alachua.....	705,047	353,820	351,221	73	100	55
Baker.....	52,141	42,711	9,440	38	37	43
Bradford.....	134,506	109,007	24,901	36	38	31
Brevard.....	87,588	67,715	19,873	62	59	72
Calhoun.....	53,595	38,637	14,958	39	41	36
Citrus.....	61,470	49,781	11,689	53	59	35
Clay.....	65,401	51,861	13,539	41	43	35
Columbia.....	201,019	109,160	91,859	45	46	44
Dade.....	105,877	73,310	32,567	80	71	96
DeSoto.....	102,650	157,751	4,900	58	59	43
Duval.....	624,182	339,962	284,220	57	78	44
Escambia.....	402,942	282,293	120,650	53	62	39
Franklin.....	66,411	36,297	30,115	60	55	67
Gadsden.....	263,040	99,800	163,240	47	56	42
Hamilton.....	102,640	71,860	30,780	31	32	29
Hernando.....	64,437	47,531	16,904	57	76	33
Hillsborough.....	559,966	466,005	93,961	60	64	45
Holmes.....	83,582	80,951	2,629	27	29	7
Jackson.....	280,381	145,801	134,580	42	41	43
Jefferson.....	238,238	65,021	173,212	39	52	36
Lafayette.....	51,492	50,101	1,390	42	41	63
Lake.....	150,370	107,364	43,006	72	74	67
Lee.....	48,848	45,641	3,204	58	58	100
Leon.....	316,778	53,278	263,500	43	53	41
Levy.....	114,955	79,078	35,877	44	47	41
Liberty.....	22,004	14,761	7,243	29	33	24
Madison.....	222,570	107,498	115,072	42	55	54
Manatee.....	88,503	83,241	5,262	59	59	62
Marion.....	427,788	186,581	241,205	56	62	54
Monroe.....	158,347	105,981	52,366	28	26	33
Nassau.....	117,670	56,141	61,527	42	37	50
Orange.....	217,444	146,271	71,173	53	61	48
Osceola.....	75,289	68,961	6,328	67	68	55
Pasco.....	81,055	76,915	4,140	47	52	19
Polk.....	260,572	225,125	41,447	66	69	53
Putnam.....	188,226	107,393	80,833	57	66	48
St. Johns.....	152,777	107,680	45,097	60	65	58
Santa Rosa.....	137,247	108,563	28,684	37	35	38
Sumter.....	89,182	59,446	29,736	41	42	42
Suwannee.....	171,939	109,527	62,412	32	40	23
Taylor.....	35,902	33,033	2,869	30	30	27
Volusia.....	220,499	154,379	66,120	71	78	63
Wakulla.....	56,644	35,724	20,920	46	57	35
Walton.....	115,816	95,121	20,695	34	34	32
Washington.....	108,957	79,088	29,869	37	39	43

**TABLE VII.—Showing Certain Facts Relative to Teachers Employed.**

1900--1901. Counties.	Graduates of Normal Schools				Attendants at Teachers' Summer Schools				Attendants at State Teachers' Association		Subscribers to Educational Journals		Non-Resident Teachers		Total
	Whites		Negroes		Whites		Negroes						Of County	Outside County	
	Male	Female	Male	Female	Male	Female	Male	Female	Whites	Negroes	Whites	Negroes			
The State..	89	130	33	31	136	313	62	75	341	83	1072	353	271	94	1496
Alachua....	15	7	1		16	18	20	25	50	10	75	39	1		114
Baker.....					4	5					9	1	17	1	27
Bradford..	9	7	1		2				9		22	2	10		41
Brevard....	4	15	2		1	10	2		5	2	23	6	1		32
Calhoun....		1	1		3	2	1				5	5	11	4	25
Citrus.....					3	2	1		5		18	1	8	3	29
Clay.....	2			1		14		3	3		12	4		5	21
Columbia..													6	1	7
Dade.....	1	2			1	2	2	2		2	18	5	7	3	35
DeSoto.....					14	18			14	1	37		11	1	49
Duval.....	1	4		1		7		5	11	15	88	37	4	1	141
Escambia..	1	8		2							61	14	1	1	77
Franklin...															
Gadsden...	2					2	2	2	1	1	22	16	2	1	42
Hamilton...	6	6	4		3	2	2	3	8	1	22	6	1	13	45
Hernando..	1	3	2				1	1	13	1	18	4	9	2	34
Hillsboro	6	7	2	1	22	39	2		80	2	85	18	16		121
Holmes....	1												6	2	8
Jackson....	1	1									18	15	1		34
Jefferson...	3	3	2		3	5	5		1	3	16	14	1		34
Lafayette..					4	1			3		6				9
Lake.....	1	1			1	6			8	1	27	7	4	2	41
Lee.....	1	2				5		1	3		20		7		27
Leon.....					2	9	3	5							19
Levy.....	2	1	2		1	4	2	2	3	1	12	6	10	4	35
Liberty....	1		1			5					4		2	2	9
Madison...	1								3	7	1	3	8		14
Manatee...	4	1							16				8	2	24
Marion.....	6	8	3	4	8	21	2	5	20	7	59	27	4	4	93
Monroe....															
Nassau....		2			1	5	1		2	1	11	2	15	5	33
Orange....	6	11	4	6	1	5			5	1	59	13			78
Osceola....					5	10			10		19	3	3	3	35
Pasco.....						11			16		24	2		1	43
Polk.....	5	1			11	34	4	2	25		63	5	7	12	112
Putnam...	3	6	4	9	3	12	4	1	1	20	26	21	3	2	73
St. Johns.	1	3	1		2	21	4	4		1	27	14	10	1	56
Santa Rosa	1	6		1		1	1		4		27	3	23	3	53
Sumter....		3				5		2	5		2	7	4	3	19
Suwannee.	4	2	3	4		7	2	3	5	1	14	13	12	1	43
Taylor....	1				15	3		1			6		7	1	24
Volusia....	3	9		1	3	15		1	3	3	49	16	12	3	83
Wakulla...	1				2	2			2		4		4		10

**TABLE VIII.—Showing the Number of Teachers' Positions Filled, Number of Individual Teachers Employed, and Grades of Certificates Held By Them.**

**A.—White Teachers, (Totals and County Certificates)**

**PART I**

Year.	Number of Positions Filled by White Teachers	Total White of Teachers Employed.			County Certificates Held.								
					First Grade			Second Grade			Third Grade		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
State.	2,411	2,094	645	1,449	531	234	297	1,014	255	759	417	108	309
Ala...	111	112	35	77	23	9	14	56	16	40	31	10	23
Bar...	38	30	16	14	3	2	1	14	5	9	4	6	3
Bord...	60	56	19	37	12	6	6	31	8	23	8	2	6
Brd...	51	44	8	36	5	2	3	19	2	16	4		4
Bun...	26	27	7	13	6	2	4	11	3	6	2		2
B...	27	27	7	20	14	7	7	10		10	2		2
B...	53	29	7	22	6	3	3	16		14	6	2	4
Bbia...	63	54	20	34	16	10	6	22	6	16	15	3	12
B...	34	37	5	32	13	2	11	11		11	7	1	6
B...	69	64	29	35	20	13	7	29	1	17	14	4	10
B...	101	99	11	88	19	7	12	62		60	11		11
Bbia...	83	74	12	62	9	2	7	44	6	38	14	3	11
Blin...	14	15	5	10	6	2	4	4		2	3	1	4
Blen...	44	39	11	28	9	3	6	12		7	15	2	15
Bton...	61	42	15	27	13	7	6	21		16	6	2	4
Bndo...	24	24	4	20	12	3	9	8		8	4	1	3
Boro	133	121	43	78	31	12	19	66	2	42	15	5	13
Bes...	49	44	20	24	8	7	1	15	4	11	14	7	7
Bon...	77	58	18	40	15	7	8	35		27	7	3	2
Bson...	36	35	11	24	7	3	4	9		7	15	4	11
Bette...	42	26	15	11	6	4	2	15		7	3	3	2
B...	54	53	20	33	15	8	7	26		17	8	1	7
B...	27	25	5	20	4	1	3	10		7	4	1	3
B...	37	35	9	26	10	4	6	12		9	9	1	8
B...	38	32	15	17	9	8	1	13		10	8	3	6
Bty...	14	10	1	9	6	1	5	2		3	1		1
Bson...	63	49	26	23	16	11	5	28	15	15	5	2	3
Btee...	49	39	18	21	12	9	3	23		16	4	2	2
Bn...	88	88	26	62	15	9	6	37	16	27	34	6	28
Bde...	18	16	1	15	3	1	2	13		13			
Bli...	36	39	6	24	7	3	4	18		16	5	1	4
B...	69	69	0	60	11	2	9	40	4	36	13		13
Bla...	32	28	12	16	8	5	3	13	7	6	5		5
B...	47	43	8	35	18	5	13	19	2	17	6	1	5
B...	97	91	29	62	22	13	9	43	10	33	24	6	18
Bm...	55	55	15	40	5	2	3	29	5	24	19	7	12
B...	52	45	8	37	7	3	4	31	2	29	3	1	2
B Rosa	81	56	21	35	20	7	13	23	9	14	9	3	6
B...	38	37	8	29	7	3	4	20	3	17	10	2	8
Bance	76	48	17	31	25	8	17	18	8	10	1		1
B...	35	25	19	6	5	4	1	16	12	4	4	3	1
Bla...	62	61	11	50	25	4	21	29	4	25	1		1
Bla...	23	17	10	7	1	1		10	5	5	3	2	1
Bn...	67	59	12	38	18	5	13	17	5	12	15	2	13
Bington	58	42	21	21	9	4	5	14	7	7	11	5	6

TABLE VIII.—Teachers Employed etc.  
 Sec. B.—Negro Teachers (Totals and County Certificates.)  
 PART II.

1900—1901 Counties.	Number of Positions filled by Negroes.	Total Negro Teachers Employed			County Certificates Held.								
					First Grade			Second Grade			Third Grade		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
The State.	868	679	282	387	45	32	13	304	129	175	318	126	192
Alachua...	96	54	23	31	3	3	0	15	5	10	36	15	21
Baker....	4	3	1	2				2	1	1	1		1
Brauford...	9	7	7					7	7				
Brevard...	9	7	6	1	1	1		4	3	1			
Calhoun...	9	7	7					7	7				
Citrus....	6	4	3	1					1		2	1	1
Clay.....	13	8	3	5	1		1	7	3	4			
Columbia...	34	23	14	9	2	2		10	4	6	11	8	3
Dade.....	9	9	3	6				8	3	5			
DeSoto...	2	2	1	1				2	1	1			
Duval....	72	72	15	57	7	2	5	44	9	35	21	4	17
Escambia...	27	20	7	13				10	4	6	10	3	7
Franklin...	5	5	2	3				2	2		3		3
Gadsden...	3	23	12	11	1	1		5	1	4	17	10	7
Hamilton...	2	17	9	8	5	5		6	2	4	4	2	2
Haroldo...	6	5	4	1				3	2	1	2	2	
Hillsboro...	21	20	5	15	1	1		11	4	7	8		8
Holmes....	2	2	1	1				2	1	1			
Jackson...	4	24	20	4				12	9	3	16	11	5
Jefferson...	37	39	19	20				6	3	3	32	15	17
Lafayette	1	1		1				1		1			
Lake.....	16	11	5	6				8	4	4	3	1	2
Lee.....	1	1		1				1		1			
Leon.....	46	46	16	30	1	1		17	4	13	28	11	17
Levy.....	12	8	5	3	1	1		5	3	2	1		1
Liberty....	4	3	2	1				3	2	1			
Madison...	37	18	12	6	3	1	2	5	2	3	10	9	1
Manatee...	6	2		2				2		2			
Marion...	58	58	13	45	4	3	1	18	7	11	36	3	33
Monroe...	1	9	2	7				5	2	3	4		4
Nassau...	2	18	8	10		2	1	3	1	2	12	5	7
Orange....	2	23	7	16		2		11	3	8	10	2	8
Osceola...	1	3	1	2				3	1	2			
Pasco.....	1	2	2					2	2				
Polk.....	13	13	9	4	1	1		5	4	1	7	4	3
Putnam...	3	24	11	13	1		1	12	5	7	11	6	5
St. Johns	1	12	6	6	2	2		3	1	2	6	3	3
Santa Rosa	1	6	2	4				4	2	2	1		1
Sumter...	13	7	4	3	1		1	4	2	2	2	2	
Suwannee...	2	18	8	10	1	1		11	6	5	6	1	5
Taylor...	1	1		1				1		1			
Volusia...	2	17	8	9	4	3	1	5	1	4	7	4	3
Wakulla...	10	6	3	3				1		1	5	3	2
Walton....	1	3	3					3		3			
Washington	1	9	3	6				2	2		4	1	5

**TABLE VIII.—Showing Teachers Employed etc.  
Sec. C. Total Positions Filled, Total Teachers Employed, and  
Distribution of State and Temporary Certificates.  
PART III.**

1900—1901. Counties.	Whole Number of Positions Filled	Total Teachers Employed			State Certificates				Temporary Certificates					
					White									
		Total	White	Negro	Life	State	Prin	Life	White		Negro			
					Male	Male	Female	Female	Total	Male	Female	Total	Male	Female
The State.	3281	2773	2064	679	3	7	3	12	107	38	69	12	5	7
Alachua....	207	166	112	54										
Baker.....	42	33	36	3					4	3	1			
Bradford..	69	63	56	7					5	3	2			
Brevard....	60	51	44	7					16	3	13		2	
Calhoun....	35	27	24	3					1		1			
Citrus.....	33	31	27	4					1		1	1	1	
Clay.....	66	37	29	8					1		1			
Columbia..	97	77	54	23					1	1				
Dade.....	43	46	37	9					6	2	4	1		1
DeSoto....	71	66	64	2					1		1			
Duval.....	173	171	99	72	1			5	1	1				
Escambia..	110	94	74	20				4	3	1	2			
Franklin...	19	20	15	5					1	1				
Gadsden...	83	62	39	23					1	1				
Hamilton..	83	59	42	17		1			2	1	1	2		2
Hernando..	30	29	24	5										
Hillsboro..	154	141	121	20	1				5	1	4			
Holmes....	51	46	44	2					7	2	5			
Jackson...	118	86	58	28					3		3			
Jefferson..	75	74	35	39		1			3	1	2	1	1	
Lafayette..	43	27	26	1										
Lake.....	70	64	53	11		1	1	1	1	1				
Lee.....	28	26	25	1					7		7			
Leon.....	83	81	35	46				1	3	1	2			
Levy.....	50	40	32	8					1	1		1	1	
Liberty....	18	13	10	3										
Madison...	100	67	49	18										
Manatee...	52	41	39	2										
Marion....	146	146	88	58		1		1						
Monroe....	27	25	16	9										
Nassau....	58	48	30	18										
Orange....	95	92	69	23		2			3	1	2			
Osceola....	36	31	28	3		1	1		1		1			
Pasco.....	51	45	43	2			1							
Polk.....	110	104	91	13			1		1		1			
Putnam...	85	79	55	24	1				1		1			
St. Johns..	64	57	45	12					4	2	2	1		1
Santa Rosa	91	62	56	6		1			3	1	2	1		1
Sumter....	51	44	37	7										
Suwannee..	101	66	48	18					4	1	3			
Taylor....	36	26	25	1										
Volusia....	84	78	61	17					6	3	3	1		1
Wakulla...	33	23	17	6					3	2	1			
Walton....	79	56	50	6										
Washington	71	51	42	9					8	5	3	1		1

TABLE IX.—Showing Result of Uniform Examinations, September 1900, and June 1901.

1900—1901 Counties.	Number of Examinees	No. Fail- ing to Pass	No. and Grades of Certificates Issued							
			To Whites						To Negroes	
			1st Grade		2d Grade		3d Grade		1st Grade	2d Grade
			White	Negroes	Male	Female	Male	Female	Male	Female
The State	1,600	217	325	80	93	88	253	70	253	81
Alachua...	97	18	22	1	1	5	12	4	18	3
Baker....	25	1	5	1	1	1	1	1	1	1
Bradford..	34	11	4	2	2	2	1	3	1	1
Brevard...	20	2	2	3	1	1	1	1	1	1
Calhoun...	9	1	3	1	1	1	1	1	1	1
Citrus....	17	1	1	2	2	1	4	1	1	1
Clay....	15	3	2	1	1	1	4	1	1	1
Columbia	61	16	17	6	6	1	1	1	1	1
Dade....	32	5	7	1	3	1	1	1	1	1
DeSoto...	52	5	7	1	4	1	9	9	10	1
Duval....	69	11	36	1	5	1	16	1	3	10
Escambia	53	10	10	1	1	1	16	2	13	1
Franklin..	14				3	1	4	1	1	3
Gadsden..	89	9	18	2	1	2	9	4	10	5
Hamilton..	51	5	11	5	7	6	4	3	5	3
Hernando..	15			1	5	2	7	1	1	1
Hillsboro	67	2	5	3	3	6	13	3	15	4
Holmes...	35	6		3	3	4	4	5	9	1
Jackson...	62	2	20	1	3	5	4	5	4	2
Jefferson..	91	6	32	2	2	2	6	3	10	16
Lafayette	5					2	2	1	1	1
Lake.....	40	5	7	4	1	4	6	3	7	1
Lee....	13	1	1	1	1	1	2	1	4	1
Leon.....	87	16	6	5	6	3	1	2	1	5
Levy....	20	3	5				3	1	1	1
Liberty....	4	2					1	1	1	1
Madison...	32	4	11	1	1	3	1	4	1	4
Manatee...	14				3		8	1	1	1
Marion...	95	19	33	6		4	5	3	1	2
Monroe....	7		1				2	1	1	1
Nassau...	29	2	4	1	1	1	3	1	1	1
Orange...	47	3	13	1	4	1	5	1	6	1
Osceola...	13	2		1	1	3	4	1	1	1
Pasco.....	34	9			1	3	10	1	11	1
Polk.....	48	6	2	8	3	3	12	1	1	2
Putnam...	62	10	8		4	1	6	5	16	5
St. Johns	27	1	5	1	5		5	1	1	3
Santa Rosa	15	1	1		1	2	3	1	5	1
Sumter...	11	1	1			1	5	1	1	1
Suwannee	39	4	16	1	1	1	3	3	1	4
Taylor....	4	2					1	1	1	1
Volusia...	43	5	8	3	6	6	4	1	7	2
Wakulla..	17	1		2	1	1	2	1	1	3
Walton...	27	3	2	2	3	1	4	5	1	1
Washington	15		7				1	1	1	1



## —Showing Highest and Lowest Monthly Salaries Paid.

Highest				Lowest			
White		Negro		White		Negro	
Male	Female	Male	Female	Male	Female	Male	Female
\$150	\$100	\$1 0	\$50	\$15	\$15	\$15	\$15
\$100	\$ 65	\$ 75	\$35	\$25	\$25	\$25	\$20
60	30	25	25	20	20	25	20
100	60	35	.....	25	25	20	.....
75	40	40	25	20	21 87	15	25
35	35	20	.....	30	25	20	.....
60	50	25	25	30	25	25	25
45	65	45	31 50	15	15	22 50	22 50
75	40	35	30	25	25	20	20
100	75	50	40	40	40	40	40
80	55	35	35	25	25	35	35
150	90	100	50	30	30	30	30
142 86	75	50	45	30	25	30	25
65	40	40	20	35	25	35	20
60	35	25	27	25	15	18	18
100	40	25	20	15	15	15	15
75	40	40	20	25	25	20	20
150	100	55	40	30	30	35	25
65	40	22 50	22 50	20	20	22 50	22 50
98	55	25	25	20	20	15	15
112 50	50	30	20	20	15	15	15
50	30	.....	25	20	20	.....	25
80	70	40	20	22 15	25	20	20
75	47 50	.....	35	35	25	.....	35
85	50	50	30	25	25	18	15
75	55	40	25	25	20	20	20
25	25	21	21	25	16	21	21
100	40	45	35	25	25	25	25
87 50	50	.....	30	15	25	.....	25
120	60	75	35	25	20	20	15
125	100	80	40	25	32 50	60	30
75	40	75	35	25	20	20	20
100	60	50	25	20	25	25	18
90	45	35	25	25	25	20	20
75	60	35	.....	30	30	35	.....
125	65	50	30	25	20	25	25
125	65	60	40	25	25	25	25
110	55	60	25	20	20	20	20
75	45	35	30	20	20	20	20
45	45	35	30	25	20	25	25
75	50	35	25	20	20	20	20
50	30	.....	25	20	20	.....	25
125	52	50	35	35	30	27	25
60	35	20	17 50	17 50	20	17 50	17 50
50	50	30	30	20	17 50	21	17 50
60	35	25	27 50	20	20	20	20

TABLE XI.—Showing Average Monthly Salaries Paid Teachers

1900—1901. Counties.	Average Monthly Salary Paid					
	Both Races	Whites		Negr		
		Male	Female	Male	Female	
The State.....	\$ 35 24	\$ 42 06	\$ 35 63	\$ 29 56	\$	
Alachua.....	34 46	46 22	35 22	30 66		
Baker.....	24 64	26 02	23 42	25 00		
Bradford.....	31 91	36 17	30 83	25 90		
Brevard.....	3 53	40 38	30 39	29 55		
Calhoun.....	27 72	31 22	31 23	20 00		
Citrus.....	33 78	40 30	33 30	25 00		
Clay.....	27 96	29 28	27 42	31 74		
Columbia.....	31 06	38 23	30 90	25 52		
Dade.....	45 67	58 44	45 16	45 24		
DeSoto.....	40 00	43 90	37 12	35 00		
Duval.....	42 54	66 40	43 12	46 57		
Escambia.....	38 72	48 52	37 93	39 21		
Franklin.....	30 62	42 94	28 66	37 50		
Gadsden.....	24 44	33 79	26 29	19 4		
Hamilton.....	25 64	40 18	22 88	20 00		
Hernando.....	36 63	57 31	34 46	26 86		
Hillborough.....	47 54	52 86	47 94	39 00		
Holmes.....	26 90	29 35	24 04	22 50		
Jackson.....	27 76	41 82	28 37	16 31		
Jefferson.....	28 61	47 54	31 76	19 33		
Lafayette.....	26 47	26 35	26 69			
Lake.....	35 49	39 72	35 78	31 14		
Lee.....	38 52	54 73	35 20			
Leon.....	28 68	47 40	32 77	26 79		
Levy.....	33 87	43 30	31 23	27 19		
Liberty.....	22 75	25 00	28 08	21 00		
Madison.....	34 47	38 22	35 50	27 47		
Manatee.....	35 30	41 62	32 04			
Marion.....	35 10	49 64	35 08	37 30		
Monroe.....	45 08	125 00	42 08	70 00		
Nassau.....	30 29	36 63	28 94	37 33		
Orange.....	34 34	49 17	35 28	37 14		
Osceola.....	35 86	42 56	32 13	29 00		
Pasco.....	38 50	44 00	37 40	35 00		
Polk.....	41 07	51 34	37 47	36 40		
Putnam.....	36 02	45 92	35 01	35 34		
St. Johns.....	28 58	45 43	27 06	34 61		
Santa Rosa.....	30 07	33 64	28 96	28 83		
Sumter.....	31 50	35 95	31 98	29 37		
Suwannee.....	35 71	43 84	36 56	29 14		
Taylor.....	25 96	26 20	24 93			
Volusia.....	41 10	60 58	39 22	35 47		
Wakulla.....	21 10	22 00	22 66	17 26		
Walton.....	27 70	32 14	27 42	24 58		
Washington.....	25 83	26 51	25 72	23 16		



PLATE 6—STATE NORMAL SCHOOL, DeFUNIAK SPRINGS, GIRLS' DORMITORY.

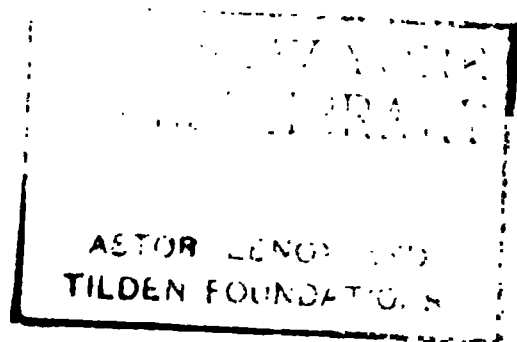


TABLE XII.—Showing Aggregate Salaries Paid Teachers.

1900--1901 Counties	Total	White		Negroes -	
		Male	Female	Male	Female
The State.	\$558,513 70	\$152,107 26	\$292,846 81	\$54,469 26	\$59,090 37
Alachua...	\$ 35,48 90	9,397 50	15,420 90	5,079 75	5,587 75
Baker.....	3,558 2	1,931 25	1,293 00	100 00	235 00
Bradford..	8,868 50	3,182 50	4,806 00	880 00	.. ..
Brevard...	9,028 50	1,595 00	5,968 50	1,815 00	150 00
Calhoun...	4,172 75	1,200 50	2,152 25	820 00	.. ..
Citrus.....	6,724 75	2,005 00	3,969 75	500 00	250 00
Clay.....	5,657 72	838 75	3,795 88	515 74	457 37
Columbia..	2,911 75	3,938 00	5,527 50	2,437 50	1,008 75
Dade.....	12,808 00	1,522 25	8,733 75	950 00	1,602 00
DeSoto....	14,0 8 00	6,698 00	6,960 00	175 00	175 00
Duval.....	47,854 00	6,135 00	26,564 00	3,865 00	11,290 00
Escambia..	25,764 31	4,021 98	16,585 00	2,101 85	3,055 70
Franklin...	3,735 29	1,080 29	1,720 00	555 00	430 00
Gadsden...	8,891 00	1,956 00	3,891 00	1,786 00	1,258 00
Hamilton..	6,327 34	2,404 75	2,762 59	740 00	420 00
Hernando..	6,622 81	1,490 00	4,543 81	509 00	80 00
Hillsboro .	44,076 00	14,166 75	25,654 25	1,170 00	3,085 00
Holmes....	5,382 40	2,738 62	2,408 37	90 00	85 50
Jackson...	13,642 25	4,872 00	6,238 50	1,863 00	668 75
Jefferson..	10,155 25	3,007 50	4,502 50	1,479 00	1,368 25
Lafayette..	4,252 00	2,309 50	1,817 50	.. ..	125 00
Lake.....	15,097 45	5,272 27	7,632 48	1,261 45	931 25
Lee.....	5,916 00	1,401 00	4,305 00	.. ..	210 00
Leon.....	13,460 00	2,860 00	5, 45 00	2,440 00	3,195 00
Levy.....	7,808 75	3,264 00	3,174 75	945 00	425 00
Liberty....	1,622 00	100 00	1,200 00	252 00	70 00
Madison...	11,815 12	5,360 12	3,320 00	2,225 00	910 00
Manatee ..	8,720 00	4,020 00	4,325 00	.. ..	375 00
Marion....	27,199 25	6,892 50	12,008 75	2,425 00	5,873 00
Monroe...	8,907 50	1,001 00	4,047 50	1,120 00	1,840 00
Nassau....	8,7 2 88	1,401 25	4,004 63	1,572 00	1,735 00
Orange....	18,648 25	2,738 75	12,182 75	1,500 00	2,166 75
Osceola...	6,623 50	3,299 00	2,834 50	290 00	200 00
Pasco.....	7,855 00	1,840 00	5,780 00	455 00	.. ..
Polk.....	25, 06 50	9,078 00	13,603 50	1,620 00	806 00
Putnam...	17,653 50	3,720 00	8,689 50	2,580 00	2,664 00
St. Johns.	12,210 75	2,800 75	7,335 00	1,515 00	980 00
Santa Rosa	9,437 25	3,205 88	5,287 87	432 50	511 00
Sumter...	7,513 13	1,177 50	4,573 13	1,175 00	587 50
Suwannee..	12,732 50	3,822 75	5,970 25	1,627 50	1,312 00
Taylor....	2,906 75	2,540 00	256 75	.. ..	100 00
Volusia....	20,345 18	4,488 63	11,993 55	2,479 70	1,383 30
Wakulla...	3,337 21	1,827 24	725 00	532 47	252 50
Walton....	8,257 37	1,649 00	5,504 37	590 00	514 00
Washington	6,700 00	2,677 50	2,862 50	440 00	72 00

**TABLE XIII.—Showing (1)—Average Age of Teachers  
(2)—Average Number of Months' Experience in Teaching**

1900—1901 Counties.	Average Age.					Av'ge Months' Experience.		
	All Teachers	White		Negro		All Teachers	White	
		Male	Female	Male	Female		Male	Female
The State.	28	30	26	33	26	38	47	31
Alachua...	27	27	25	30	31	35	30	27
Baker....	25	28	21	27	23	23	26	17
Bradford..	24	23	23	20	...	22	21	17
Brevard...	29	35	28	29	24	32	49	29
Calhoun...	27	26	24	33	...	42	30	25
Citrus.....	27	30	26	26	26	34	44	33
Clay.....	27	27	25	39	28	40	38	30
Columbia..	26	28	22	31	25	31	35	18
Dade.....	29	43	27	31	24	39	76	34
DeSoto....	27	28	25	30	22	31	32	30
Duval.....	32	38	30	37	23	59	76	50
Escambia..	29	42	24	41	29	64	124	48
Franklin...	24	25	21	33	26	21	19	4
Gadsden...	28	31	26	32	22	37	32	25
Hamilton..	24	24	21	31	26	36	33	18
Hernando..	26	33	24	31	18	29	37	22
Hillsboro	29	39	29	29	28	47	47	46
Holmes....	24	26	23	28	27	17	16	17
Jackson...	27	31	25	31	22	34	42	18
Jefferson..	28	36	27	29	23	37	83	39
Lafayette..	23	24	22	...	18	19	21	16
Lake.....	29	32	26	36	27	47	53	31
Lee.....	31	38	29	...	22	17	46	11
Leon.....	31	40	27	38	28	46	68	26
Levy.....	26	27	25	26	28	33	40	24
Liberty....	23	34	22	24	28	38	175	20
Madison...	28	29	24	31	30	44	73	26
Manatee...	24	25	21	...	28	24	28	18
Marion....	26	30	25	30	25	33	40	25
Monroe....	32	61	33	32	26	68	300	72
Nassau....	26	30	23	25	24	35	51	28
Orange....	30	42	28	39	26	52	109	38
Osceola...	31	39	26	34	29	59	96	29
Pasco.....	27	38	24	32	...	37	74	25
Polk.....	30	32	28	34	29	45	68	33
Putnam...	28	32	26	38	26	39	34	26
St. Johns	29	41	27	33	24	55	103	48
Santa Rosa	26	28	25	33	21	41	49	36
Sumter...	28	27	28	29	33	45	28	43
Suwannee.	26	29	24	33	23	51	49	42
Taylor...	25	26	23	...	20	35	43	13
Volusia....	29	33	27	33	26	44	53	35
Wakulla...	30	33	28	31	24	37	29	26
Walton....	24	25	23	29	25	20	20	16
Washington	29	33	27	28	23	31	35	26

TABLE XIV.—Showing Number and Kinds of Public School Buildings and Number of Rooms.

1900-1901. Counties.	Public School Buildings									Number of Rooms			
	Whole Number	Log			Frame			Brick			Total	White	Negro
		Total	White	Negro	Total	White	Negro	Total	White	Negro			
The State.	2,842	221	178	43	4,102	1,611	2,491	1,181	1,310	2	3,081	4,048	742
Alachua...	117	1	1	0	111	65	46	5	5	0	176	106	68
Baker.....	43	10	10		33	29	4				43	39	4
Bradford...	5	2	2		53	44	9				70	61	9
Brevard....	48	8	4	4	40	37	3				46	43	3
Calhoun....	34	10	5	5	24	20	4				37	28	9
Citrus.....	28				28	22	6				35	29	6
Clay.....	49	5	4	1	44	37	7				57	46	11
Columbia...	82	1	1		81	52	29				94	62	32
Dade.....	28	3	1	2	26	23	2				37	33	4
DeSoto....	58		3		55	53	2				73	71	2
Duval.....	77	1	1		72	44	28	4	2	2	175	106	
Escambia..	68		1	2	65	48	17				110	83	27
Franklin...	5				5	4	1				1	18	3
Gadsden...	45	4	4		40	35	5	1	1		78	44	34
Hamilton...	59	8	3	5	50	38	12	1	1		78	61	17
Hernando..	22				22	17	5				31	24	7
Hillsboro..	90				89	79	10	1	1		141	124	17
Holmes....	48	13	12	1	30	29	1				47	45	2
Jackson...	91	10	6	4	81	51	30				132	94	38
Jefferson...	51	7	5	2	43	21	22	1	1		66	38	28
Lafayette..	33	25	24	1	8	8					38	37	1
Lake.....	58	1	1		57	42	15	1	1		58	40	18
Lee.....	18				18	18					22	22	
Leon.....	60				59	27	32	1	1		72	35	37
Levy.....	48				48	36	12				57	44	13
Liberty....	17	4	2	2	13	11	2				19	15	4
Madison...	64	12	12		52	50	2				68	65	3
Marion...	41				41	38	3				54	51	3
Marion....	112	2		2	110	67	43				142	79	63
Monroe...	8				8	8	2				25	16	9
Nassau....	48	1	1		46	36	10	1	1		60	45	15
Orange....	66	7	7		58	42	16	1	1		97	71	26
Osceola...	30	10	9	1	20	18	2				37	34	3
Pasco.....	34				34	34						46	
Polk.....	78				77	71	6	1	1		103	94	9
Putnam...	66				66	42	24				88	55	33
St. Johns..	33	1	1		31	27	4	1	1		51	41	10
Santa Rosa	70	7	6	1	63	58	5				82	72	10
Sumter....	46	3	3		43	32	11				56	43	13
Suwannee..	79	9	5	4	70	49	21				87	60	27
Taylor....	20				20	19	1				24	23	1
Volusia...	54				54	38	16				84	61	23
Wakulla...	30	2	2		28	19	9				32	23	9
Walton...	67	25	19	6	42	37	5				76	64	12
Washington	68	23	18	5	45	38	7				72	61	12

**TABLE XV.—Patent Desks and Blackboards used in F  
Schools.**

[illegible]



**TABLE XVI.—Value of School Property.**  
**1.—(1) Total Value of Public School Property; (2) Real**  
**Not Owned by County Boards.**

No. es.	Total value of all School Property.	Real Estate Not Owned by County Boards.					
		Lots.			Buildings.		
		Total	White.	Negro	Total	White	Negro.
ite.	\$ 970,815	\$ 12,125	\$8,830	\$3,325	\$86,281	\$86,281	\$ 20,015
....	91,200						
...	3,409	44	36	8	670	550	120
d..	18,509	40	40		2,650	2,650	
...	25,140						
...	2,857	38	25	13	610	415	195
...	13,165	60		60	310		310
...	11,959	280	150	130	1,525	775	750
a..	15,089	5	5		75	75	
...	28,548	295	95	200	1,150	240	910
...	21,792	140	120	20	1,500	1,350	150
...	105,155	745	425	320	1,750	775	975
la..	75,990	540	70	470	2,975	800	2,175
l...	11,185						
...	12,924	959	833	126	11,965	8,760	3,205
n..	9,015	880	775	105	6,010	5,205	805
o..	10,079						
o	61,533	980	930	50	2,175	2,100	75
...	4,987	440	415	25	3,12	3,020	100
...	13,444	705	705		1,825	1,825	
l...	10,301	525	525		3,350	3,350	
e..	1,378						
...	16,558	750	710	40	10,000	9,450	550
...	11,920	125	125		400	400	
...	22,726						
...	9,546	23	11	12	325	260	65
...	2,810	40	25	15	195	140	55
l...	11,951	155	50	105	775	240	575
l...	15,625	350	350		4,075	4,075	
...	48,540	135	95	40	1,500	1,100	400
...	11,000	500		500	1,500		1,500
...	17,983	75	30	45	765	350	415
...	28,891	230	145	85	1,685	845	840
...	8,895	120	60	60	500	335	165
...	13,416	310	310		2,040	2,040	
...	35,252						
...	15,168	838	233	605	5,340	2,400	2,940
na	27,313	100	50	50	375	200	175
osa	24,990	855	785	70	6,370	5,845	525
...	8,295	25		25	450	100	350
ee..	18,012	3	3		1	1	
...	3,36	7	70	5	700	550	150
...	49,265	5	30	20	450	300	150
l...	4,254	3	15	15	435	290	145
...	5,135	33	298	36	4,040	3,395	645
etc.	14,270	32	255	70	2,700	2,100	600

**TABLE XVI.—Value of School Property.**  
**Sec. B.—Real Estate Owned by County Boards.**

1900—1901. Counties.	Total	Lots			Buildings		
		Total	White	Negro	Total	White	Negro
The State	\$724,231	\$127,981	\$100,560	\$27,421	\$586,250	\$546,628	\$39,622
Alachua...	79,221	8,625	7,365	1,260	78,800	58,185	14,415
Baker....	1,878	163	158	7	1,815	1,710	105
Bradford..	12,195	1,220	1,165	55	10,975	10,275	700
Brevard...	19,675	4,475	4,000	475	15,200	14,150	1,050
Calhoun...	1,579	119	114	5	1,460	1,385	75
Citrus....	9,970	895	375	20	9,575	9,175	400
Clay.....	8,532	917	712	205	7,615	6,015	1,610
Columbia	13,168	1,676	1,376	300	11,492	10,251	1,241
Dade.....	21,940	6,965	6,615	350	14,975	13,575	1,400
DeSoto....	16,455	2,350	2,330	20	14,105	13,905	200
Duval.....	88,435	18,705	10,920	7,785	69,730	49,875	19,855
Escambia..	69,495	15,965	12,265	3,700	43,530	39,655	3,875
Franklin..	11,125	1,925	1,425	500	9,200	7,700	1,500
Gadsden..							
Hamilton..	1,320	125	120	5	1,195	1,195	
Hernando..	8,215	380	290	90	7,835	7,250	585
Hillsboro	48,989	11,354	9,124	2,230	37,615	35,720	1,915
Holmes...	980	130	130		850	850	
Jackson...	8,390	518	368	150	7,880	5,710	2,170
Jefferson..	5,600	835	245	590	4,765	2,930	1,835
Lafayette.	1,180	119	119		1,070	1,070	
Lake.....	4,270	170	150	20	4,100	3,800	250
Lee.....	10,135	2,260	2,260		7,875	7,875	
Leon.....	19,897	3,392	2,192	1,200	16,505	11,485	5,040
Levy.....	7,697	467	367	100	7,230	6,400	830
Liberty....	2,200	90	85	5	2,110	2,060	50
Madison...	8,950	835	835		8,115	8,115	
Manatee...	9,030	1,615	1,615		7,420	7,420	
Marion...	36,790	4,890	3,395	1,495	31,900	23,200	8,700
Monroe....	9,000	7,500	5,500	2,000	1,500	1,500	
Nassau...	15,290	2,855	1,980	855	12,455	8,835	3,620
Orange....	22,115	3,040	2,355	685	19,075	15,925	3,150
Osceola...	6,580	710	710		5,870	5,870	
Pasco.....	9,204	1,030	1,030		8,174	8,174	
Polk.....	30,675	3,460	3,345	115	27,215	25,965	1,250
Putnam...	7,126	2,425	2,325	100	4,701	3,850	851
St. Johns	22,155	4,945	3,365	1,580	17,200	12,800	4,410
Santa Rosa	13,175	1,325	1,200	125	11,850	10,350	1,500
Sumter...	5,540	180	160	30	5,350	4,775	575
Suwannee..	11,329	1,154	1,010	144	10,175	8,750	1,425
Taylor....	2,105	285	285		1,820	1,820	
Volusia...	41,125	7,375	6,200	1,175	33,750	29,800	4,450
Wakulla...	2,670	242	212	30	2,428	2,163	245
Walton...	650	75	75		575	575	
Washington	8,055	710	695	15	7,345	6,995	350

**TABLE XVI.—Value of School Property.**  
**Sec. C.—Furniture and Apparatus Owned by County Boards.**

1900—1901. Counties.	Total	Furniture			Apparatus		
		Total	White	Negro	Total	White	Negro
The State.	\$148,178	\$109,175	\$ 91,747	\$ 17,428	\$39,003	\$33,217	\$ 5,786
Alachua...	14,975	12,645	9,210	3,435	2,330	,440	890
Baker.....	717	428	414	14	289	257	32
Bradford..	3,624	2,980	2,860	120	644	594	50
Brevard...	5,465	3,105	2,705	400	2,360	2,080	280
Calhoun...	630	210	205	5	420	345	75
Citrus....	2,825	1,690	1,480	210	1,135	1,030	105
Clay.....	1,622	1,151	936	215	471	431	40
Columbia..	1,841	1,519	1,319	200	322	245	77
Dade.....	5,163	4,268	3,713	555	895	750	145
DeSoto....	3,697	2,560	2,540	20	1,137	1,102	35
Duval.....	14,225	10,510	7,025	3,485	3,715	2,025	790
Escambia..	12,980	10,595	9,180	1,415	2,385	1,915	470
Franklin...	10	10	10				
Gadsden...							
Hamilton..	805	125	125		680	595	85
Hernando..	1,864	1,174	1,104	70	690	600	
Hillsboro	9,389	6,627	6,464	163	2,762	2,664	98
Holmes....	447				447	447	
Jackson...	2,516	1,465	1,207	258	1,051	773	278
Jefferson..	826	657	559	98	169	115	54
Lafayette..	189	134	134		55	55	
Lake.....	1,538	1,373	1,153	220	165	165	
Lee.....	1,260	1,105	1,105		155	155	
Leon.....	2,829	1,985	967	1,018	844	522	322
Levy.....	1,501	1,115	660	155	346	338	48
Liberty....	375	145	135	10	230	105	35
Madison...	2,071	1,706	1,706		365	365	
Manatee...	2,165	1,512	1,512		653	628	25
Marion....	10,115	8,090	6,620	1,470	2,025	1,925	100
Monroe....							
Nassau....	1,853	1,366	1,111	255	487	383	104
Orange....	4,861	3,693	3, 86	407	1,165	1,112	56
Osceola...	1,695	1,640	1,640		55	55	
Pasco.....	1,862	1,862	1,862				
Polk.....	4,577	3,432	3,382	50	1,145	1,120	25
Putnam...	1,864	1,664	1,90	774	200	200	
St. Johns.	4,683	3,307	2,712	595	1,376	1,197	179
Santa Rosa	4,595	2,445	2,445		2,150	1,825	325
Sumter....	2,280	1,525	1,270	255	755	685	70
Suwannee..	1,679	1,396	1,130	266	283	210	73
Taylor....	486	441	441		45	45	
Volusia....	7,660	6,065	4,915	1,150	1,595	1,355	240
Wakulla...	1,119	505	425	80	614	439	175
Walton....	110	110	110				
Washington	3,190	840	780	60	2 350	1,845	505

## TABLE 11 Taxation for Schools in 1900.

Net. A total assessed valuation of All Property, Total  
 Net. Total Paid for State Tax.

1890		1891		1892		1893		1894		1895		1896		1897		1898		1899		1900		1901		1902		1903		1904		1905		1906		1907		1908		1909		1910		1911		1912		1913		1914		1915		1916		1917		1918		1919		1920		1921		1922		1923		1924		1925		1926		1927		1928		1929		1930		1931		1932		1933		1934		1935		1936		1937		1938		1939		1940		1941		1942		1943		1944		1945		1946		1947		1948		1949		1950		1951		1952		1953		1954		1955		1956		1957		1958		1959		1960		1961		1962		1963		1964		1965		1966		1967		1968		1969		1970		1971		1972		1973		1974		1975		1976		1977		1978		1979		1980		1981		1982		1983		1984		1985		1986		1987		1988		1989		1990		1991		1992		1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035		2036		2037		2038		2039		2040		2041		2042		2043		2044		2045		2046		2047		2048		2049		2050		2051		2052		2053		2054		2055		2056		2057		2058		2059		2060		2061		2062		2063		2064		2065		2066		2067		2068		2069		2070		2071		2072		2073		2074		2075		2076		2077		2078		2079		2080		2081		2082		2083		2084		2085		2086		2087		2088		2089		2090		2091		2092		2093		2094		2095		2096		2097		2098		2099		2100	
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100																																																																																																																																																																																																																			
Amount	Collected	in	1800	Per	Ct.	Coll'd	for	each	of	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																																																																																																																																																																																																																																																																																																																									
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100																																																																																																																																																																																																																			

**TABLE XVIII.—Showing Receipts and Sources of School Funds.  
Sec. A.—Total Receipts and Certain Sources.**

1900—1901. Counties.	Total Receipts Excluding Borrowed Money.	Cash on Hand from last year	County Levy		Oil Tax	
			1900	Back Taxes	1900	Back Taxes
The State.	\$822,276.09	\$89,128.19	\$388,961.67	\$78,064.58	\$86,364	\$20,680
Alachua...	50,999.07	13,330.39	18,217.35	1.50	1,888	671
Baker.....	5,005.65	91.72	2,139.85	1,078.33	269	
Bradford...	14,303.55	370.98	7,474.62	96.72	911	1,013
Brevard...	19,827.59	8,618.82	10,801.10	752.75	522	419
Calhoun...	4,793.18	1,142.50	2,017.90	104.78	358	147
Citrus....	13,044.90	4,595.04	4,926.49	485.95	404	198
Clay.....	8,779.85	30.38	5,299.15	813.13	526	15
Columbia...	14,828.20	171.00	8,055.82	406.55	814	286
Dade.....	22,040.35	5,863.20	12,692.07	158.08	301	1,986
DeSoto....	21,008.52	3,750.01	10,611.81	1,438.76	793	467
Duval.....	94,613.79	8.42	37,688.51	7,052.86	990	5,083
Escambia...	32,747.69	1,552.96	15,699.41	7,543.38	1,253	959
Franklin...	5,282.90	299.41	2,881.43	784.86	497	400
Gadsden...	14,130.44	3,103.11	4,694.31	449.27	945	580
Hamilton...	8,432.99		4,483.29	156.11	824	309
Hernando...	10,357.49	1,734.88	4,413.52	419.18	217	190
Hillboro...	67,000.59	9,857.61	33,014.25	10,005.13	1,565	1,654
Holmes....	5,774.56		2,760.03	94.53	670	
Jackson...	18,009.70	2.09	5,666.66	3,423.14	1,718	
Jefferson...	11,753.00	2.37	5,412.24	41.11	905	
Lafayette...	5,418.80	1,022.25	2,545.75	184.30	515	
Lake.....	20,005.80	3,285.87	10,410.81	3,392.26	748	35
Lee.....	10,082.10	3,189.20	5,309.70	772.25	286	16
Leon.....	14,209.00	3.60	8,306.32	6.60	1,000	
Levy.....	11,341.16	795.00	6,162.20	820.51	492	119
Liberty....	2,067.49	382.30	1,534.27	222.30	279	58
Madison...	14,604.20	433.80	7,641.00	231.48	1,316	48
Manatee...	13,651.23	527.70	4,647.40	5,218.45	618	789
Marion....	33,441.00	630.80	17,513.01	5,234.50	1,453	280
Monroe....	10,709.35	152.10	7,055.60		2,114	
Nassau....	13,761.22	83.90	7,996.40	1,040.12	485	408
Orange....	20,005.60	2,384.10	15,204.82	1,593.89	1,387	377
Osceola....	11,529.85	1,999.57	6,383.55	1,090.23	33	357
Pasco.....	8,399.62		5,030.04	824.95	430	89
Polk.....	26,033.30	2,349.10	16,919.64	1,951.29	1,230	71
Putnam...	19,788.31	1,795.05	11,613.05	1,183.82	1,286	288
St. Johns...	15,000.38		11,176.84	1,556.95	371	422
Santa Rosa	20,564.07	6,515.00	5,000.25	4,451.30	325	45
Sumter....	11,240.76	4,026.76	413.10	636.90	472	48
Suwannee...	16,444.55	818.31	8,098.38	627.93	1,174	31
Taylor....	4,016.30	83.25	1,729.99	910.08	316	
Volusia....	8,084.10	9,209.05	12,742.15	3,858.69	869	65
Walton...	8,945.93	8.28	2,855.57	24.08	315	
Walton....	9,779.73	97.49	4,181.17	1,368.88	332	88
Washington	10,249.69	835.85	5,281.75	595.19	798	100

(VIII.—Showing Receipts and Sources of School Funds  
Sec. B.—Other Sources.

Special District Taxes.	Apportionment Inte est Fund	Apporti nment's One-mill Fund	Tuition Non- esident Pupils	Examination Fees	All Other Sources
\$ 53,574 78	\$33 751 35	\$97,503 80	\$932 44	\$ 1,432	\$27,862 28
* 7,971 26	2 149 20	6,208 80	464 57	97	.....
.....	360 45	1,041 30	.....	25	.....
1,197 40	781 65	2,258 10	.....	†.....	100 10
.....	349 10	1,008 80	.....	35	2,320 92
†.....	252 00	73 60	.....	9	32 50
1,304 42	273 60	790 40	50 00	17	.....
.....	455 40	1,315 60	142 99	15	168 20
* 979 81	1,054 80	3,047 20	.....	61	2 00
.....	259 20	748 80	.....	32	.....
* 1,157 33	693 00	2,002 00	.....	52	143 61
14,244 94	2,134 80	6,167 20	.....	87	21,250 06
.....	1,333 80	3,853 20	5 00	56	491 54
.....	141 25	552 50	.....	14	19 45
.....	1,235 25	3,568 50	.....	69	8 00
* 707 59	622 80	1,799 20	.....	51	.....
* 2,511 96	216 45	625 30	.....	15	12 20
4 438 70	1,328 55	4,704 70	50 40	33	104 25
45	558 00	1,612 00	.....	35	.....
249 72	1,606 50	4,641 00	.....	62	728 67
.....	1,380 15	3 987 10	.....	.....	25 05
.....	294 30	850 20	.....	5	.....
* 1,824 85	522 00	1 598 00	135 37	40	223 71
.....	164 25	474 50	.....	† 6	374 30
.....	1,289 70	3,725 80	.....	† 27	.....
* 1 071 41	581 85	1,680 90	46 42	20	44 82
.....	130 50	377 00	.....	4	.....
.....	1,209 15	3,493 10	.....	39	177 73
* 16 04	416 70	1,203 80	.....	14	205 00
* 2,634 57	1,984 05	5,731 70	.....	95	287 43
.....	398 70	1,151 80	.....	7	.....
* 1,452 77	576 00	1,664 00	21 50	2	15 50
* 1,004 52	842 85	2,434 90	.....	47	.....
* 164 92	291 15	841 10	.....	13	56 33
† 1,032 38	390 15	1,127 10	.....	31	.....
†.....	899 55	2,598 70	.....	46	.....
337 14	761 85	2,300 90	.....	62	257 50
.....	504 00	1,456 00	.....	27	206 57
.....	823 50	2,379 00	.....	15	.....
.....	415 80	1,201 20	.....	7	20 00
* 1,734 74	1,010 25	2,918 50	.....	39	292 43
.....	250 20	722 80	.....	4	.....
6,771 60	753 75	2,177 50	.....	43	294 36
.....	297 00	858 00	.....	8	.....
* 608 06	710 10	2,051 40	16 19	27	.....
* 113 65	697 05	2,013 70	.....	15	.....

udes collections tax of previous years.

Table XVII Sec. B., district funds not handled by county

lections reported in 1901-1902.

TABLE XIX.—Summary of Expenditures of Public School Funds.

1900—1901. Counties.	Total War- rants Drawn	Warrants for debts and bor- rowed money.	Total Expenditures.		
			For all Purposes	For Schools Proper	For Adminis- tration, etc.
The State.	\$855,101 52	\$80,231 19	\$774,870 33	\$683,369 73	\$91,500 57
Alachua....	86,083 02	14,450 00	71,633 02	65,573 11	6,059 91
Baker.....	5,299 31	.....	5,299 31	3,950 50	1,348 81
Bradford...	18,529 84	3,800 00	14,729 84	11,392 53	3,337 31
Brevard....	19 190 84	.....	19,190 84	16,627 65	2,563 19
Calhoun....	5,080 63	.....	5,080 63	4,205 25	875 38
Citrus.....	11,400 36	1,900 00	9,500 36	8,309 43	1,190 93
Clay.....	7,423 07	.....	7,423 07	6,016 44	1,406 63
Columbia..	25,660 26	10,182 40	15,477 86	13,925 31	1,552 55
Dade.....	17,295 04	.....	17,295 04	15,820 44	1,474 60
DeSoto....	22,808 33	5,500 00	17,308 33	15,640 52	1,667 81
Duval.....	71,795 83	.....	71,795 83	64,686 85	7,108 98
Escambia..	45,309 86	6,500 00	38,809 89	35,508 38	3,301 51
Franklin...	5 962 60	950 00	5,012 60	4,192 25	820 35
Gadsden...	9,959 35	.....	9,959 35	8,921 00	1,038 35
Hamilton...	9,182 70	1,305 26	7,877 44	6,492 34	1,385 10
Hernando..	9,312 91	.....	9,312 91	8,117 17	1,195 74
Hillsboro	68,490 12	.....	68,490 12	63,465 29	5,024 83
Holmes....	6,394 52	.....	6,394 52	5,412 64	981 88
Jackson....	19,319 55	.....	19,319 55	14,506 08	4,813 47
Jefferson...	13 433 52	.....	13,433 52	11,933 25	1,500 27
Lafayette..	5 364 85	.....	5,364 85	4,321 50	1,043 35
Lake.....	18,658 78	170 56	18,488 22	16,380 75	2,107 47
Lee.....	9 343 74	.....	9,343 74	7,963 00	1,380 74
Leon.....	8,114 34	.....	18,114 34	15,486 71	2,627 63
Levy.....	15,314 22	5,159 51	10,154 71	8,802 61	1,352 10
Liberty....	12 109 40	.....	2,109 40	1,659 20	450 20
Madison...	16 100 84	.....	16,100 84	14,360 96	1,739 88
Manatee...	11 379 03	.....	11,379 03	9 366 84	2,012 19
Marion....	31,308 20	.....	31,308 20	27,293 83	4,014 37
Monroe....	10,995 26	.....	10,995 26	10,367 26	628 00
Nassau....	11,320 34	.....	11,320 34	9,311 10	2,009 24
Orange....	21,207 17	.....	21,207 17	19,059 67	2,147 50
Osceola...	9 799 22	1,464 60	8,334 62	7,139 31	1,195 31
Pasco.....	9 361 34	.....	9,361 34	7,991 03	1,370 31
Polk.....	50 335 65	21,500 00	28,835 65	26,352 47	2,483 18
Putnam...	19 616 67	.....	19,616 67	18,335 20	1,281 47
St. Johns.	16,672 99	.....	16,672 99	14,464 50	2,208 49
Santa Rosa	13,247 43	1,000 00	12,247 43	10,065 44	2,181 99
Sumter....	8,850 12	.....	8,850 12	7,925 90	924 22
Suwannee.	14,355 36	.....	14,355 36	13,237 55	1,117 81
Taylor....	4,049 42	.....	4,049 42	3,200 72	848 70
Volusia...	37,829 93	6,348 86	31,481 07	26,844 28	4,636 79
Wakulla...	4,119 41	.....	4,119 41	3,528 71	590 70
Walton...	9,354 65	.....	9,354 65	8,320 98	1,033 67
Washingto	8,361 47	.....	8,361 47	6,893 81	1,467 66

**TABLE XX.—Expenditures for Schools.**  
**Sec. A.—Certain Expenditures for Schools Proper.**

1900—1901. Counties.	School Lots	New Buildings	Repairs	Furniture
The State.....	\$4,8 6 58	\$85,797 22	\$13,452 45	\$12,152 93.
Alachua.....	562 00	25,024 09	220 77	8,259 57
Baker.....	.	383 00	8 25	.
Bradford.....	.	1,442 00	61 41	156 84
Brevard.....	1,041 50	4,934 77	222 82	409 51
Calhoun.....	.	32 50	.	.
Citrus.....	.	525 00	125 10	.
Clay.....	.	105 00	217 42	1 40
Columbia.....	.	435 68	97 75	58 25
Dade.....	38 45	.	1,392 80	622 55
DeSoto.....	.	522 69	345 66	419 17
Duval.....	500 00	5,052 00	2,454 59	1,543 92
Escambia.....	.	6,007 50	784 69	965 25
Franklin.....	.	.	57 57	.
Gadsden.....	.	.	3 00	.
Hamilton.....	.	60 00	15 00	.
Hernando.....	.	157 20	217 72	37 00
Hillsborough.....	1,957 00	8,316 28	3,581 81	1,049 69
Holmes.....	.	.	.	.
Jackson.....	.	726 16	102 67	19 00
Jefferson.....	50 00	1,027 29	87 35	403 69
Lafayette.....	.	50 00	19 50	.
Lake.....	44 10	573 19	223 75	73 58
Lee.....	.	1,200 00	10 00	335 00
Leon.....	.	701 05	210 58	822 74
Levy.....	.	648 83	175 64	61 20
Liberty.....	.	20 00	17 20	.
Madison.....	.	1,508 54	248 25	610 00
Manatee.....	.	115 00	73 00	187 40
Marion.....	.	73 88	7 15	13 55
Monroe.....	.	.	229 68	.
Nassau.....	16 50	148 00	1 8 33	48 34
Orange.....	.	280 38	41 36	.
Osceola.....	.	10 00	26 25	61 30
Pasco.....	.	69 75	.	.
Polk.....	.	.	372 35	.
Putnam.....	.	509 95	1 39	167 11
St. Johns.....	.	.	539 37	93 68
Santa Rosa.....	.	358 32	12 00	172 52
Sumter.....	.	73 56	96 21	.
Suwannee.....	.	265 00	125 02	.
Taylor.....	.	255 60	2 25	10 65
Volusia.....	109 01	4,002 03	808 52	235 04
Wakulla.....	.	137 50	35 00	.
Walton.....	.	.	33 61	.
Washington.....	.	77 50	39 66	15 00



**TABLE XX.—Expenditures for Schools.**  
**Sec.B.—Showing all other Expenditures for Schools proper.**

1900—1901. Counties.	Apparatus	Insurance	Rent	Janitor	Fuel
The State.....	\$3,333 20	\$2,810 81	\$2,030 25	\$4,976 00	\$1,960 49
Alachua.....	31 34	241 00	89 00	41 25	13 34
Baker.....					
Bradford.....	55 03	64 50			
Brevard.....		97 00	75 75		
Calhoun.....					
Citrus.....					
Clay.....	1 95		18 00		9 95
Columbia.....		100 00		116 00	21 00
Dade.....	149 50	254 25	68 50	117 50	14 25
DeSoto.....	39 61	31 19	70 02	47 07	8 15
Duval.....	300 00	289 15	520 00	1,620 00	699 98
Escambia.....	66 29	293 61	164 00	692 00	413 20
Franklin.....		10 00	34 00	108 15	98 60
Gadsden.....		15 00			12 00
Hamilton.....					
Hernando.....				64 00	
Hillsborough.....	1,325 10	183 50	540 00	376 40	104 75
Holmes.....		17 65			8 50
Jackson.....				16 00	
Jefferson.....	41 41	164 12			
Lafayette.....					
Lake.....	2 00			74 50	16 37
Lee.....	210 00	92 00	20 00		15 00
Leon.....			20 00	79 35	75 75
Levy.....	12 87				23 77
Liberty.....					
Madison.....	60 00	107 05			12 00
Manatee.....	250 00				
Marion.....					
Monroe.....		212 62	199 08	628 00	
Nassau.....		19 00	65 00	12 00	44 85
Orange.....					
Osceola.....		56 50		60 00	
Pasco.....				30 00	
Polk.....	225 25	162 50			
Putnam.....		3 25			
St. Johns.....		526 08	6 00	329 85	230 95
Santa Rosa.....			30 00		23 25
Sumter.....	243 00				
Suwannee.....			12 00	40 00	25 80
Taylor.....					
Volusia.....	239 76	30 00	25 00	457 89	94 00
Walton.....					
Wakulla.....					
Washington.....					28 05

**TABLE XX.—Expenditures for Schools.**  
**Sec. C.—All Other Expenditures for Schools Proper.**

1900—1901. Counties.	Free Books	Transportation of Pupils	Incidentals	Salaries of Teachers
The State.....	\$2,083 18	\$3,255 12	\$7,940 93	\$558,513 70
Alachua.....			624 85	35,485 90
Baker.....				3,559 25
Bradford.....			744 15	8,868 50
Brevard.....	707 89		109 91	9,028 50
Calhoun.....				4,172 75
Citrus.....	577 34	105 85	201 29	6,724 75
Clay.....			5 00	5,657 72
Columbia.....			185 88	12,541 75
Dade.....	14 89		339 84	12,548 00
DeSoto.....	61 51	25 00	53 61	14,008 00
Duval.....		2,553 77	1,283 10	47,854 00
Escambia.....	26 65		500 84	20,564 31
Franklin.....			50 64	3,735 29
Gadsden.....				8,891 00
Hamilton.....			90 00	6,327 24
Hernando.....	739 90		278 54	6,622 81
Hillsborough.....	2 45	20 00	1,329 25	44,676 00
Holmes.....	4 00			5,982 49
Jackson.....				13,642 25
Jefferson.....			4 15	10,155 25
Lafayette.....				4,252 00
Lake.....	1 85	110 00	163 98	15,097 45
Lee.....			165 00	5,918 00
Leon.....			117 24	13,460 00
Levy.....			71 55	7,808 75
Liberty.....				1,622 00
Madison.....				11,815 12
Manatee.....	5 60		15 54	8,720 00
Marion.....				27,190 25
Monroe.....			189 48	8,907 50
Nassau.....		60 00	78 20	8,712 88
Orange.....	32 00		77 70	18,648 25
Osceola.....	254 41		47 35	6,623 50
Pasco.....	26 53		19 75	7,855 00
Polk.....	209 97	275 90		25,106 50
Putnam.....				17,658 50
St. Johns.....	18 89		508 83	12,210 75
Santa Rosa.....			32 10	9,437 25
Sumter.....				7,513 13
Suwannee.....			37 23	12,732 50
Taylor.....			25 47	2,906 75
Volusia.....		24 50	473 31	20,345 18
Wakulla.....			19 00	3,837 21
Walton.....			30 00	8,257 37
Washington.....			33 60	6,700 00

**TABLE XVI.—Value of School Property.**  
**Sec. B.—Real Estate Owned by County Boards.**

1900—1901. Counties.	Total	Lots			Buildings		
		Total	White	Negro	Total	White	Negro
The State	\$724,231	\$127,981	\$100,560	\$27,421	\$586,250	\$506,625	\$89,627
Alachua...	79,222	8,825	7,365	1,280	78,800	56,185	14,415
Baker....	1,978	163	158	7	1,815	1,710	105
Bradford..	12,195	1,220	1,165	55	10,975	10,275	700
Brevard...	19,675	4,475	4,000	475	15,200	14,150	1,050
Calhoun...	1,579	119	114	5	1,460	1,385	75
Citrus....	9,970	395	375	20	9,575	9,175	400
Clay .....	8,532	917	712	205	7,615	6,005	1,610
Columbia	13,168	1,676	1,376	300	11,492	10,251	1,241
Dade.....	21,940	6,965	6,615	350	14,975	13,575	1,400
DeSoto....	16,455	2,350	2,330	20	14,105	13,905	200
Duval.....	83,435	16,705	10,920	7,785	69,730	49,875	19,855
Escambia	59,495	15,965	12,265	3,700	43,530	39,655	3,875
Franklin..	11,125	1,925	1,425	500	9,200	7,700	1,500
Gadsden..							
Hamilton..	1,300	125	120	5	1,195	1,195	
Hernando..	8,215	380	290	90	7,835	7,250	585
Hillsboro	48,989	11,354	9,124	2,230	37,835	35,720	1,915
Holmes...	980	130	130		850	850	
Jackson...	8,300	518	368	150	7,880	5,710	2,170
Jefferson..	5,600	835	245	590	4,785	2,930	1,855
Lafayette	1,180	119	119		1,070	1,070	
Lake.....	4,270	170	150	20	4,100	3,800	300
Lee.....	10,135	2,260	2,260		7,875	7,875	
Leon.....	19,897	3,392	2,192	1,200	16,505	11,465	5,040
Levy ....	7,697	467	367	100	7,230	6,400	830
Liberty....	2,200	90	85	5	2,110	2,060	50
Madison...	8,950	835	835		8,115	8,115	
Manatee...	9,030	1,615	1,615		7,420	7,420	
Marion....	36,790	4,890	3,305	1,495	31,800	23,200	8,600
Monroe...	9,000	7,500	5,500	2,000	1,500	1,500	
Nassau...	15,290	2,835	1,980	855	12,455	8,835	3,620
Orange....	22,115	3,040	2,355	685	19,075	15,925	3,150
Osceola...	6,580	710	710		5,870	5,870	
Pasco.....	9,204	1,030	1,030		8,174	8,174	
Polk.....	30,675	3,460	3,345	115	27,215	25,965	1,250
Putnam...	7,128	2,425	2,325	100	4,701	3,850	851
St. Johns	22,155	4,945	3,365	1,580	17,200	12,800	4,400
Santa Rosa	13,175	1,325	1,200	125	11,850	10,350	1,500
Sumter...	5,540	190	160	30	5,350	4,775	575
Suwannee.	11,329	1,154	1,010	144	10,175	8,750	1,425
Taylor....	2,105	285	285		1,820	1,820	
Volusia...	41,125	7,375	6,200	1,175	33,750	29,300	4,450
Wakulla...	2,670	242	212	30	2,428	2,158	270
Walton...	650	75	75		575	575	
Washington	8,055	710	695	15	7,345	6,495	850

**TABLE XVI.—Value of School Property.**  
**C.—Furniture and Apparatus Owned by County Boards.**

1901. date.	Total	Furniture			Apparatus		
		Total	White	Negro	Total	White	Negro
date.	\$148,175	\$109,175	\$ 9,747	\$ 17,428	\$39,003	\$33,217	\$ 5,786
a...	14,975	12,645	9,210	3,435	2,330	,440	890
...	717	428	414	14	289	257	32
rd...	3,624	2,980	2,880	120	644	594	50
d...	5,465	3,105	2,705	400	2,360	2,060	290
n...	630	210	205	5	420	315	75
...	2,825	1,690	1,480	210	1,135	1,030	105
...	1,622	1,151	936	215	471	431	40
ma...	1,841	1,519	1,319	200	322	245	77
...	5,163	4,282	3,713	555	695	750	145
...	3,697	2,560	2,540	20	1,147	1,102	35
...	14,225	10,510	7,025	3,485	3,715	2,025	790
bia...	12,980	10,595	9,180	1,415	2,385	1,915	470
in...	10	10	10	...	...	...	...
en...	...	...	...	...	...	...	...
on...	805	125	125	...	680	595	85
ido...	1,864	1,174	1,104	70	690	600	...
ro	6,389	6,627	6,064	163	2,762	2,664	98
s...	447	...	...	...	447	447	...
n...	2,516	1,465	1,207	258	1,051	773	278
on...	829	657	559	98	169	115	54
tte...	189	134	134	...	55	55	...
...	1,538	1,373	1,153	220	165	165	...
...	1,260	1,105	1,105	...	155	155	...
...	2,826	1,685	967	1,018	844	522	322
...	1,501	1,115	660	135	346	338	48
y...	377	145	135	10	230	195	35
m...	2,071	1,706	1,706	...	385	365	...
re...	2,165	1,512	1,512	...	653	628	25
l...	10,116	8,090	6,620	1,470	2,025	1,925	100
e...	...	...	...	...	...	...	...
l...	1,858	1,388	1,111	255	487	343	104
...	4,861	3,603	3,080	407	1,160	1,112	58
a...	1,605	1,640	1,640	...	55	55	...
...	1,862	1,862	1,862	...	...	...	...
...	4,577	3,432	3,382	50	1,145	1,120	25
n...	1,864	1,664	1,490	774	200	200	...
h...	4,683	3,307	2,712	595	1,376	1,197	179
Rosa	4,505	2,445	2,445	...	2,150	1,825	325
r...	2,290	1,525	1,270	255	755	685	70
nee...	1,679	1,396	1,130	266	143	210	73
...	456	441	441	...	45	45	...
a...	7,660	6,065	4,915	1,150	1,595	1,355	240
la...	1,119	605	425	80	614	439	175
n...	110	110	110	...	...	...	...
ngter	3,190	840	780	60	2,350	1,845	505

TABLE XVII.—Taxation for Schools in 1900.

Sec. A.—Total Assessed Valuation of All Property, Total School Taxes Paid. One Mill State Tax.

1900--1901. Counties.	Total Assessed valuation of all Property by 1900.	Total Amount of School Taxes for 1900 Collected.	State One Mill Tax of 1900.			
			Amount Assessed.	Amount Collected. in 1900	Per Ct. Coll'd	Am't Ret'd to Sch. for each \$1 Paid by it
The State..	\$ 96,686,954	\$570,637 26	\$96,686 95	\$89,623 28	94	
Alachua....	4,002,683	28,991 78	4,002 68	3,903 65	96	1 59
Baker.....	775,784	3,147 19	775 76	738 34	95	1 41
Bradford...	1,704,581	11,234 39	1,704 58	1,651 37	97	1 37
Brevard....	2,538,826	13,614 65	2,538 83	2,291 55	90	44
Calhoun....	695,047	3,136 21	695 04	682 46	98	1 07
Citrus.....	1,250,344	7,759 64	1,250 34	1,124 73	90	70
Clay.....	1,202,883	6,994 16	1,202 88	1,170 01	97	1 12
Columbia..	2,023,885	11,731 64	2,023 88	1,985 42	98	1 54
Dade.....	2,582,227	15,490 36	2,582 23	2,497 29	97	30
DeSoto.....	2,456,648	14,594 21	2,456 65	2,223 15	90	97
Duval.....	9,423,555	61,663 61	9,423 55	8,800 16	93	77
Escambia..	4,868,007	21,683 79	4,868 01	4,730 98	97	97
Franklin...	915,862	3,950 04	915 86	571 61	62	3 13
Gadsden...	1,071,139	6,682 48	1,071 14	1,043 17	98	1 11
Hamilton...	1,254,418	7,131 83	1,254 42	1,197 91	95	1 11
Hernando..	988,629	7,556 75	988 63	938 31	95	1 11
Hillsboro	7,957,860	46,501 14	7,957 86	7,483 19	94	1 11
Holmes....	645,417	4,069 49	645 42	594 46	92	1 11
Jackson...	1,879,714	8,975 25	1,879 72	1,340 93	71	1 11
Jefferson...	1,500,017	7,800 11	1,500 02	1,482 87	99	1 11
Lafayette..	693,332	3,701 59	693 33	640 84	92	1 11
Lake.....	2,353,042	14,635 08	2,353 04	2,215 47	94	1 11
Lee.....	1,341,266	6,850 91	1,341 26	1,255 21	94	1 11
Leon.....	2,255,390	11,556 68	2,255 39	2,250 36	100	1 11
Levy.....	1,412,992	9,091 11	1,412 99	1,369 99	96	1 11
Liberty....	411,037	2,203 72	411 04	390 45	95	1 11
Madison...	1,650,445	10,617 28	1,650 44	1,630 26	99	1 11
Manatee...	1,380,840	8,209 70	1,380 84	1,179 58	85	1 11
Marion....	4,226,724	25,448 02	4,226 72	3,849 26	91	1 11
Monroe....	1,808,455	11,380 76	1,808 45	1,511 08	84	1 11
Nassau....	2,090,937	11,675 97	2,090 94	1,971 14	94	1 11
Orange ..	3,650,777	20,816 47	3,650 78	3,364 08	92	1 11
Osceola....	1,494,035	8,273 22	1,494 03	1,397 87	94	1 11
Pasco.....	1,424,050	10,309 74	1,424 05	1,325 51	93	1 11
Polk.....	3,555,300	25,518 78	3,555 30	3,413 06	96	1 11
Putnam...	2,711,793	15,808 68	2,711 79	2,570 39	95	1 11
St. Johns	2,625,590	13,115 16	2,625 60	1,567 32	60	1 11
Santa Rosa	1,574,510	6,864 77	1,574 81	1,529 52	97	1 11
Sumter....	1,454,962	6,165 81	1,454 96	1,280 71	86	1 11
Suwannee	1,728,091	12,665 91	17 28	1,671 83	97	1 11
Taylor....	678,480	2,722 92	678 48	676 93	100	1 11
Volusia....	3,044,110	23,331 95	3,044 11	2,949 20	9	1 11
Wabulla ..	511,536	3,245 22	511 54	494 65	97	1 11
Walton....	1,514,295	6,259 14	1,514 30	1,361 52	91	1 11
Washington	1,357,246	7,460 05	1,357 25	1,305 49	95	1 11

TABLE XVII.—Taxation for Schools in 1900.  
Sec. B.—County and Special District Taxes.

1900—1901 Counties.	No. mills levied	County Levy of 1900.			\$1 Poll Tax Special Dis- of 1900. rict taxes			
		Amount Assessed	Amount Collected	Per cent coll.	No. assessed.	Amount collected	No. of dist's	Collections.
Line State		\$478,116 00	\$388,868 67	77	64,528	\$35,364	155	\$56,688 41
Alachua...	5	20,013 40	18,217 35	40	4,108	1,888	14	4,082 78
Baker....	5	3,878 82	2,139 85	55	488	269		
Bradford..	5	8,522 90	7,474 62	88	1,274	911	6	1,197 40
Brevard...	5	12,691 30	10,801 10	84	1,086	522		
Calhoun...	5	3,475 23	2,017 90	58	732	356		* 79 85
Citrus....	4½	5,626 54	4,926 49	88	559	404	10	1,304 42
Clay.....	5	6,014 41	5,298 15	88	728	526		
Columbia..	5	10,194 43	8,055 82	80	2,882	814	4	876 40
Dade.....	5	12,911 18	12,692 07	99	768	801		
DeSoto...	5	12,283 29	10,611 81	86	1,679	783	4	976 5
Duval.....	5	47,117 77	37,688 51	80	5,247	930	1	14,244 94
Escambia	5	24,286 28	15,699 81	65	5,118	1,253		
Franklin..	5	4,579 30	2,881 43	63	744	497		
Gadsden...	4	4,244 58	4,694 31	97	1,351	945		
Hamilton..	4	5,001 59	4,483 29	90	1,565	824	2	626 68
Harford...	5	4,943 14	4,413 52	90	482	217	11	1,987 92
Hillsboro	5	39,789 30	33,014 25	83	2,513	1,565	6	4,438 70
Holmes...	5	3,227 10	2,760 03	85	1,470	670	1	45 00
Jackson...	4	7,518 88	5,666 60	75	3,364	1,718	1	249 72
Jefferson...	4½	6,375 72	5,412 24	85	2,698	905		
Lafayette.	5	8,466 66	2,545 75	73	646	515		
Lake.....	5	11,759 45	10,410 81	88	1,151	748	4	1,260 80
Le.....	4½	6,370 79	5,309 70	74	542	286		
Leon.....	5	11,278 85	8,306 32	74	1,302	1,000		
Levy.....	5	7,064 96	6,622 20	87	760	492	7	1,066 92
Liberty....	4	1,644 16	1,534 27	93	360	279		
Lindsey...	5	8,252 22	7,641 02	93	2,110	1,346		
Madison...	8	11,046 72	4,647 47	42	825	613	8	*1,769 65
Martin....	5	21,133 82	17,513 01	83	3,066	1,453	5	2,632 75
Meade....	5	9,043 43	7,755 68	86		2,114		
Monroe...	5	10,457 10	7,996 41	79	782	485	1	1,228 42
Morgan...	5	18,253 85	15,204 32	83	1,384	1,387	4	861 07
Nassau...	5	7,470 15	6,393 55	85	501	333	1	158 80
Neuse....	5	7,120 28	5,090 04	71	724	432	33	3,462 19
Norman...	5	17,776 50	16,919 64	96	1,307	1,233	8	*3,953 08
Onslow...	4½	12,202 56	11,613 05	95	1,103	1,288	3	337 14
Orlando...	5	13,127 99	11,176 84	85	1,150	371		
Oswego...	5	7,874 05	5,000 25	64	1,580	395		
Pamlico...	5	7,274 81	4,413 10	61	613	472		
Panama...	5	8,640 00	8,098 36	94	1,752	1,174	4	1,721 72
Pickens...	4	2,713 92	1,729 99	64	608	316		
Pike....	5	15,220 55	12,742 15	84	604	869	16	6,771 60
Polk....	4½	2,429 72	2,355 57	97	670	395		
Putnam...	4	6,057 18	4,181 17	69	1,041	332	1	384 45
St. Johns	4½	5,778 29	5,281 75	91	1,279	798	1	74 81

\*Not handled by County Board.

**TABLE XVIII.—Showing Receipts and Sources of School Funds—  
Sec. A.—Total Receipts and Certain Sources.**

1900—1901. Counties.	Total Receipts Excluding Borrowed Money.	Cash on Hand from last year	County Levy		Poll Tax	
			of 1900	Back Taxes	of 1900	Back Taxes
The State.	\$822,276.09	\$89,128.19	\$388,961.57	\$73,084.58	\$35,364	\$20,680
Alachua...	50,999.07	13,330.39	18,217.35	1.50	1,888	671
Baker.....	5,005.65	91.72	2,139.85	1,078.33	269	
Bradford..	14,203.55	370.96	7,474.62	98.72	911	1,013
Brevard...	19,827.59	3,618.82	10,801.10	752.75	522	419
Calhoun...	4,793.18	1,142.50	2,017.90	104.78	356	147
Citrus.....	13,044.90	4,595.04	4,926.49	485.95	404	198
Clay.....	8,779.85	30.38	5,298.15	813.13	526	15
Columbia..	14,828.20	171.02	8,055.82	406.55	814	236
Dade.....	22,040.35	5,863.20	12,692.07	158.08	301	1,986
DeSoto....	21,008.52	3,750.01	10,611.81	1,438.76	783	467
Duval.....	94,637.79	3.42	37,688.51	7,052.86	930	5,063
Escambia..	32,747.69	1,552.96	15,699.81	7,543.38	1,253	959
Franklin...	5,282.90	299.41	2,881.43	784.86	497	43
Gadsden...	14,130.44	3,103.11	4,694.31	449.27	945	58
Hamilton..	8,382.99		4,483.29	156.11	824	39
Hernando..	10,357.49	1,734.88	4,413.52	419.19	217	192
Hillsboro	67,055.59	9,857.61	33,014.25	10,005.13	1,565	1,654
Holmes....	5,774.56		2,760.03	94.53	670	
Jackson...	18,009.71	2.09	5,666.60	3,425.14	1,718	
Jefferson..	11,753.02	2.37	5,412.24	41.11	905	
Lafayette..	5,416.80	1,022.25	2,545.75	184.30	515	
Lake.....	27,795.87	3,265.87	10,410.81	3,392.26	748	135
Lee.....	16,382.10	3,189.2	5,309.70	772.25	286	106
Leon.....	14,259.06	3.6	8,306.32	6.60	1,000	
Levy.....	11,334.16	795.07	6,162.20	820.51	492	119
Liberty....	2,387.49	382.39	1,534.27	222.36	279	58
Madison...	14,614.29	433.80	7,641.02	231.43	1,316	43
Manatee...	13,651.23	527.77	4,647.47	5,218.45	613	789
Marion....	38,444.12	630.83	17,513.01	5,234.50	1,453	1,280
Monroe....	11,579.35	152.17	7,755.68		2,114	
Nassau....	13,764.22	83.97	7,996.41	1,040.12	485	409
Orange....	27,775.69	2,384.18	15,204.32	1,593.89	1,387	377
Osceola....	11,529.85	1,999.57	6,383.55	1,090.23	33	357
Pasco.....	8,999.62		5,090.04	804.95	437	89
Polk.....	26,033.39	2,349.12	16,919.64	1,951.29	1,231	71
Putnam...	19,788.31	1,795.05	11,613.05	1,183.82	1,288	288
St. Johns.	15,720.36		11,176.84	1,556.95	371	422
Santa Rosa	20,564.07	6,515.02	5,000.25	4,451.30	325	1,045
Sumter....	11,240.76	4,026.76	,413.10	636.90	472	48
Suwannee.	16,444.55	318.34	8,098.36	627.93	1,174	231
Taylor....	4,018.3	83.25	1,729.99	910.08	316	
Volusia....	37,584.10	9,209.05	12,742.15	3,858.69	869	565
Walulla...	8,945.93	8.28	2,355.57	24.08	335	
Walton....	9,779.73	97.43	4,181.17	1,368.38	332	388
Washington	10,249.69	335.35	5,281.75	595.19	798	400

III.—Showing Receipts and Sources of School Funds  
Sec. B.—Other Sources.

Special District Taxes.	Apportionment Inte est Fund	Apporti nment's One-mill Fund	tuition Non- esident Pupils	Examination Fees	All Other Sources
53,574 78	\$33 751 35	\$97,503 90	\$932 44	\$ 1,432	\$27,862 28
7,971 26	2 149 20	6,208 80	464 57	97	.....
.....	360 45	1,041 30	.....	25	.....
1,197 40	781 65	2,258 10	.....	.....	100 10
.....	349 10	1,008 80	.....	35	2,320 92
.....	252 00	73 60	.....	9	32 50
1,304 42	273 60	790 40	50 00	17	.....
.....	455 40	1,315 60	142 99	15	168 20
979 81	1,054 80	3,047 20	.....	61	2 00
.....	259 20	748 80	.....	32	.....
1,157 33	693 00	2,002 00	.....	52	143 61
14,244 94	2,134 80	6,167 20	.....	87	21,250 06
.....	1,333 80	3,853 20	5 00	56	491 54
.....	141 25	552 50	.....	14	19 45
.....	1,235 25	3,568 50	.....	69	8 00
707 59	622 80	1,799 20	.....	51	.....
2,511 96	216 45	625 30	.....	15	12 20
4 438 70	1,328 55	4,704 70	50 40	33	104 25
45	558 00	1,612 00	.....	35	.....
249 72	1,606 50	4,641 00	.....	62	728 67
.....	1,380 15	3 987 10	.....	.....	25 05
.....	294 30	850 20	.....	5	.....
1,824 85	522 00	1 508 00	135 37	40	223 71
.....	164 25	474 50	.....	6	374 30
.....	1,289 70	3,725 80	.....	27	.....
1 071 41	581 85	1,680 90	46 42	20	44 82
.....	130 50	377 00	.....	4	.....
.....	1,209 15	3,493 10	.....	39	177 73
16 04	416 70	1,203 80	.....	14	205 00
2,631 57	1,984 05	5,731 70	.....	25	287 43
.....	398 70	1,151 80	.....	7	.....
1,452 77	576 00	1,664 00	21 50	2	15 50
1,004 52	842 85	2,434 90	.....	47	.....
164 92	291 15	841 10	.....	13	56 33
1,032 38	390 15	1,127 10	.....	31	.....
.....	839 55	2,598 70	.....	46	.....
337 14	761 85	2,400 90	.....	62	257 50
.....	504 00	1,456 00	.....	27	206 57
.....	823 50	2,379 00	.....	15	.....
.....	415 80	1,201 20	.....	7	20 00
1,734 74	1,010 25	2,918 50	.....	39	292 43
.....	250 20	722 80	.....	4	.....
6,771 60	753 75	2,177 50	.....	43	294 36
.....	297 00	858 00	.....	8	.....
608 06	710 10	2,051 40	16 19	27	.....
113 65	697 05	2,013 70	.....	15	.....

es collections tax of previous years.

able XVII Sec. B., district funds not handled by county

ctions reported in 1901-1902.



TABLE XIX.—Summary of Expenditures of Public School Funds.

1900—1901. Counties.	Total War- rants Drawn	Warrants for debts and bor- rowed money.	Total Expenditures.		
			For all Purposes	For Schools Proper	For Adminis- tration, etc.
The State.	\$855,101 52	\$80,231 19	\$774,870 33	\$683,369 73	\$91,500 57
Alachua....	86,083 02	14,450 00	71,633 02	65,573 11	6,059 91
Baker.....	5,299 31	.....	5,299 31	3,950 50	1,348 81
Bradford...	18,529 84	3,800 00	14,729 84	11,392 53	3,337 31
Brevard....	19 190 84	.....	19,190 84	18,627 65	2,563 19
Calhoun....	5,080 63	.....	5,080 63	4,205 25	875 38
Citrus.....	11,400 36	1,900 00	9,500 36	8,309 43	1,190 93
Clay.....	7,423 07	.....	7,423 07	6,016 44	1,406 63
Columbia..	25,660 26	10,182 40	15,477 86	13,925 31	1,552 55
Dade.....	17,295 04	.....	17,295 04	15,820 44	1,474 60
DeSoto....	22,808 33	5,500 00	17,308 33	15,640 52	1,667 81
Duval.....	71,795 83	.....	71,795 83	64,686 85	7,108 98
Escambia..	45,309 80	6,500 00	38,809 89	35,508 38	3,301 51
Franklin...	5 962 60	950 00	5,012 60	4,192 25	820 35
Gadsden...	9,959 35	.....	9,959 35	8,921 00	1,038 35
Hamilton...	9,182 70	1,305 26	7,877 44	6,492 34	1,385 10
Hernando..	9,312 91	.....	9,312 91	8,117 17	1,195 74
Hillsboro	68,490 12	.....	68,490 12	63,465 29	5,024 83
Holmes....	6,324 52	.....	6,394 52	5,412 64	981 88
Jackson....	19,319 55	.....	19,319 55	14,506 08	4,813 47
Jefferson...	13 433 52	.....	13,433 52	11,933 25	1,500 27
Lafayette..	5 364 85	.....	5,364 85	4,321 50	1,043 35
Lake.....	18,658 78	170 56	18,488 22	16,380 75	2,107 47
Lee.....	9 343 74	.....	9,343 74	7,963 00	1,380 74
Leon.....	8,114 34	.....	18,114 34	15,486 71	2,627 63
Levy.....	15,314 22	5,159 51	10,154 71	8,802 61	1,352 10
Liberty....	12 109 40	.....	2,109 40	1,659 20	450 20
Madison...	16 100 84	.....	16,100 84	14,360 96	1,739 88
Manatee...	11 379 03	.....	11,379 03	9 366 84	2,012 19
Marion....	31,308 20	.....	31,308 20	27,293 83	4,014 37
Monroe....	10,995 26	.....	10,995 26	10,367 26	628 00
Nassau....	11,320 34	.....	11,320 34	9,311 10	2,009 24
Orange....	21,207 17	.....	21,207 17	19,059 67	2,147 50
Osceola...	9 799 22	1,464 60	8,334 62	7,139 31	1,195 31
Pasco.....	9 361 34	.....	9,361 34	7,991 03	1,370 31
Polk.....	50 335 65	21,500 00	28,835 65	26,352 47	2,483 18
Putnam...	19 616 67	.....	19,616 67	18,335 20	1,281 47
St. Johns.	16,672 99	.....	16,672 99	14,464 50	2,208 49
Santa Rosa	13,247 43	1,000 00	12,247 43	10,065 44	2,181 99
Sumter....	8,850 12	.....	8,850 12	7,925 90	924 22
Suwannee.	14,355 36	.....	14,355 36	13,237 55	1,117 81
Taylor....	4,049 42	.....	4,049 42	3,200 72	848 70
Volusia...	37,829 93	6,348 86	31,481 07	26,844 28	4,636 79
Wakulla...	4,119 41	.....	4,119 41	3,528 71	590 70
Walton...	9,354 65	.....	9,354 65	8,320 98	1,033 67
Washingto	8,361 47	.....	8,361 47	6,893 81	1,467 66

**TABLE XX.—Expenditures for Schools.**  
**Sec. A.—Certain Expenditures for Schools Proper.**

1900—1901. Counties.	School Lots	New Buildings	Repairs	Furniture
The State.....	\$4,3 8 56	\$85,797 22	\$13,452 45	\$12,152 88.
Alachua.....	562 00	25,024 09	220 77	3,259 57
Baker.....	.	383 00	8 25	.
Bradford.....	.	1,442 00	61 41	156 84
Brevard.....	1,041 50	4,934 77	222 82	409 51
Calhoun.....	.	32 50	.	.....
Citrus.....	.	525 00	125 10	.....
Clay.....	.	105 00	217 42	1 40
Columbia.....	.	435 88	97 75	58 25
Dade.....	38 45	.	1,392 80	622 55
DeSoto.....	.	522 69	345 66	419 17
Duval.....	500 00	5,052 00	2,454 59	1,548 92
Escambia.....	.	6,007 50	784 69	665 25
Franklin.....	.	.	57 57	.....
Gadsden.....	.	.	3 00	.
Hamilton.....	.	60 00	15 00	.....
Hernando.....	.	157 20	217 72	37 00
Hillsborough.....	1,957 00	8,316 28	3,581 81	1,649 69
Holmes.....	..	.	.	.....
Jackson.....	..	728 16	102 67	19 00
Jefferson.....	50 00	1,027 29	87 35	403 69
Lafayette.....	.	50 00	19 50	.
Lake.....	44 10	573 19	223 75	73 56
Lee.....	.	1,200 00	10 00	335 00
Leon.....	..	701 05	210 58	822 74
Levy.....	..	648 83	175 64	61 20
Liberty.....	.	20 00	17 20	.....
Madison.....	.	1,508 54	248 25	610 00
Manatee.....	.	115 00	73 00	187 40
Marion.....	.	73 88	7 15	13 55
Monroe.....	.	.	229 68	.
Nassau.....	16 50	146 00	1 8 33	48 34
Orange.....	.	260 36	41 36	.
Osceola.....	.	10 00	28 25	61 30
Pasco.....	..	59 75	.	.....
Polk.....	.	.	372 35	.....
Putnam.....	.	509 95	1 39	167 11
St. Johns.....	.	.	539 37	93 68
Santa Rosa.....	.	358 82	12 00	172 62
Sumter.....	.....	73 56	96 21	..
Suwannee.....	.....	265 00	125 02	.
Taylor.....	.....	255 60	2 25	10 65
Volusia.....	109 01	4,002 03	808 52	235 04
Wakulla.....	.....	137 50	35 00	.....
Walton.....	.....	.	83 81	.....
Washington.....	.....	77 50	39 66	15 00

**TABLE XX.—Expenditures for Schools.**  
**Sec.B.—Showing all other Expenditures for Schools proper.**

1900—1901. Counties.	Apparatus	Insurance	Rent	Janitor	Fuel
The State.....	\$3,355 20	\$2,810 81	\$2,030 25	\$4,876 00	\$1,960 49
Alachua.....	31 34	241 00	89 00	41 25	13 34
Baker.....					
Braithford.....	55 05	64 50			
Brevard.....		97 00	75 75		
Calhoun.....					
Citrus.....					
Clay.....	1 95		18 00		9 95
Columbia.....		100 00		116 00	20 00
Dade.....	149 56	258 20	68 50	117 50	14 25
DeSoto.....	39 60	30 00	70 02	47 97	8 15
Duval.....	300 00	280 15	500 00	1,825 00	604 96
Escambia.....	96 24	203 60	164 00	822 00	413 20
Franklin.....		10 00	34 00	168 15	98 60
Gadsden.....		15 00			12 00
Hamilton.....					
Hernando.....				64 00	
Hillsborough.....	1,375 16	183 50	540 00	376 40	104 75
Holmes.....		17 65			8 50
Jackson.....				16 00	
Jefferson.....	41 40	104 12			
Lafayette.....					
Lake.....	2 00			74 50	16 37
Lee.....	210 00	92 00	20 00		15 00
Leon.....			20 00	79 85	75 75
Levy.....	12 87				23 77
Liberty.....					
Madison.....	60 00	107 00			12 00
Manatee.....	250 00				
Marion.....					
Monroe.....		212 62	199 95	628 00	
Nassau.....		19 00	65 00	12 00	44 85
Orange.....					
Osceola.....		58 50		60 00	
Pasco.....				30 00	
Polk.....	225 25	162 50			
Putnam.....		3 25			
St. Johns.....		526 08	6 00	329 95	230 95
Santa Rosa.....			30 00		23 25
Sumter.....	243 00		12 00	40 00	25 80
Suwannee.....					
Taylor.....					
Volusia.....	239 76	30 00	25 00	457 93	94 00
Walton.....					
Wakulla.....					
Washington.....					28 05

**TABLE XX.—Expenditures for Schools.**  
**Sec. C.—All Other Expenditures for Schools Proper.**

1900—1901. Counties.	Free Books	Transportation of Pupils	Incidentals	Salaries of Teachers
The State.....	\$2,683 88	\$3,225 12	\$7,946 93	\$558,513 70
Alachua.....			624 85	35,485 90
Baker.....				3,559 25
Bradford.....			744 25	8,868 50
Brevard.....	707 89		109 91	9,028 50
Calhoun.....				4,172 75
Citrus.....	577 34	155 95	201 29	6,724 75
Clay.....			5 00	5,657 72
Columbia.....			185 88	12,911 75
Dade.....	14 69		339 94	12,808 00
DeSoto.....	61 51	25 00	53 60	14,008 00
Duval.....		2,553 77	1,283 46	47,854 00
Escambia.....	26 65		500 84	25,764 31
Franklin.....			90 64	3,735 29
Gadsden.....				8,891 00
Hamilton.....			90 00	6,327 34
Hernando.....	739 90		278 54	6,622 81
Hillsborough.....	2 45	20 00	1,329 25	44,076 00
Holmes.....	4 00			5,382 49
Jackson.....				13,642 25
Jefferson.....			4 15	10,155 25
Lafayette.....				4,252 00
Lake.....	1 85	110 00	163 98	15,097 45
Lee.....			165 00	5,916 00
Leon.....			117 24	13,460 00
Levy.....			71 55	7,808 75
Liberty.....				1,622 00
Madison.....				11,815 12
Manatee.....	5 60		15 54	8,720 00
Marion.....				27,199 25
Monroe.....			189 48	8,967 50
Nassau.....		60 00	78 20	8,712 88
Orange.....	32 00		77 70	18,648 25
Osceola.....	254 41		47 35	6,623 50
Pasco.....	26 53		19 75	7,855 00
Polk.....	209 97	275 90		25,106 50
Putnam.....				17,653 50
St. Johns.....	18 89		508 83	12,210 75
Santa Rosa.....			32 10	9,437 25
Sumter.....				7,513 13
Suwannee.....			37 23	12,732 50
Taylor.....			25 47	2,906 75
Volusia.....		24 50	473 31	20,345 18
Wakulla.....			19 00	3,337 21
Walton.....			30 00	8,257 37
Washington.....			33 60	6,700 00

**TABLE XXI.—Expenditures for School Administration, (**  
**Sec. A.—Total and Cost of Superintendent, Treasurer and B**

1900-1901 Counties.	Total	Salary of Su- perintendent	Traveling Ex- penses of Su- perintendent	Per Diem and Mileage Sch'l Board	Commission Paid Treas- urer.	Incidental Ex-
The State.	\$91,500.57	\$31,770.66	\$1,141.83	\$9,605.84	\$9,826.71	\$4,
Alachua...	6,059.91	1,200.00		286.40	1,015.45	
Baker.....	1,348.81	360.00		169.80	83.95	
Bradford..	3,337.31	597.50		203.45	282.03	
Brevard...	2,563.19	900.00		292.6		
Calhoun...	875.38	360.00		192.4	88.54	
Citrus.....	1,190.93	600.00		126.80	16.38	
Clay.....	1,406.63	580.50		182.8	174.95	
Columbia..	1,552.55	600.00		117.60	353.20	
Dade.....	1,474.60	650.00	70.50	334.20		
DeSoto....	1,667.81	750.00	60.00	334.50		
Duval.....	7,108.98	1,500.00	119.26	170.40		
Escambia..	3,301.51	1,200.00	132.60	347.00		
Franklin...	820.35	210.40		146.80	132.30	
Gadsden...	1,033.35	600.00		135.20	208.56	
Hamilton..	1,385.10	450.00		183.00	151.31	
Hernando..	1,195.74	580.73	15.00	150.40	126.04	
Hillsboro	5,024.83	1,835.00	353.50	368.30	1,037.12	
Holmes....	981.88	480.00		214.40	115.52	
Jackson...	4,813.47	800.00	8.87	324.50	391.00	
Jefferson..	1,500.27	580.00		167.20	252.98	
Lafayette..	1,043.35	360.00		300.10	106.59	
Lake.....	2,107.47	1,080.00	200.00	199.80	310.49	
Lee.....	1,380.74	436.50	87.25	224.00	158.06	
Leon.....	2,627.63	1,098.00	35.00	147.00	494.01	
Levy.....	1,352.10	600.00		221.40	230.91	
Liberty....	450.20	175.00		172.00	54.15	
Madison...	1,739.88	720.00		228.80	233.25	
Manatee ..	2,012.19	600.00		156.95	210.13	
Marion....	4,014.37	900.00		219.60	657.22	
Monroe...	628.00	540.00		48.00		
Nassau....	2,009.24	540.00	4.85	282.80	249.21	
Orange....	2,147.50	1,200.00		221.00	420.36	
Osceola...	1,195.31	600.00		240.00	208.91	
Pasco.....	1,370.31	686.00		148.40	100.05	
Polk.....	2,483.18	1,002.34		258.95		
Putnam...	1,281.47	900.00		230.60		
St. Johns.	2,208.49	720.00	46.70	156.40	248.82	
Santa Rosa	2,181.99	840.00		248.90	350.50	
Sumter....	924.22	570.00		144.00		
Suwannee.	1,117.81	540.00		181.60	290.57	
Taylor....	848.70	300.00		219.80	70.80	
Volusia....	4,636.79	1,000.00	8.30	321.01	596.58	
Wakulla...	590.70	300.00		176.60	69.35	
Walton....	1,033.67	688.69		181.00		
Washington	1,467.66	540.00		228.40	192.42	



PLATE 7—HIGH SCHOOL,PENSACOLA.

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**TABLE XXI.—Expenditure for School Administration, Etc.  
Sec. B.—Certain Other Purposes.**

1900—1901. Counties.	For Printing	For Expenses of Examina- tions	For Tuition County Line Pupils
The State.....	\$ 1,843 34	\$ 2,249.16	\$ 537 59
Alachua.....		128 90	
Baker.....	36 50	39 85	
Bradford.....	36 50		129 39
Brevard.....	68 33	62 90	
Calhoun.....	30 00	25 80	
Citrus.....	183 50	42 05	
Clay.....	26 00	45 17	121 85
Columbia.....	23 25	17 45	
Dade.....		104 80	
DeSoto.....		55 30	20 62
Duval.....	61 15	99 50	5 00
Escambia.....	183 75	60 45	
Franklin.....	40 50	59 60	
Gadsden.....	22 00	65 09	
Hamilton.....	50 00	70 00	
Hernando.....	45 00	22 00	
Hillsborough.....	10 00	36 85	
Holmes.....	24 00	44 00	
Jackson.....	12 00	94 10	60 00
Jefferson.....	13 20	68 50	
Lafayette.....	18 00	7 03	
Lake.....	58 31	36 20	
Lee.....	85 00	48 40	
Leon.....	57 25	97 50	
Levy.....	24 00	22 60	
Liberty.....	32 00	7 80	
Madison.....	78 75	39 00	
Manatee.....	38 65	45 00	
Marion.....	118 00	124 35	60 75
Mourree.....	28 00	12 00	
Nassau.....	26 00	104 00	
Orange.....	34 30	44 05	
Osceola.....	25 50	15 00	
Pasco.....	24 00	48 80	
Polk.....		70 10	50 40
Putnam.....	22 00	64 50	
St. Johns.....		39 35	
Santa Rosa.....	34 00	45 87	
Sumter.....	34 00	25 90	30 37
Suwannee.....	24 00	21 00	
Taylor.....	44 00	6 60	
Volusia.....	75 00	79 50	52 65
Wakulla.....	24 00	9 50	
Walton.....	38 50	56 20	6 56
Washington.....	34 40	36 60	



TABLE XXI.—Expenditure for School Administration, Etc.  
Sec. C.—All Other Purposes.

1900—1901. Counties.	Institutes and Summer Sch.	Books, &c.	Interest on Debts.	All Other Pur- poses
The State.....	\$ 1,387 49	\$ 1,401 31	\$ 16,430 62	\$ 11,224.81
Alachua.....			2,867 54	
Baker.....			282 99	364 47
Bradford.....	640 00	98 00	621 10	710 86
Brevard.....		315 00	525 82	292 28
Calhoun.....			56 41	
Citrus.....			28 50	4 00
Clay.....		189 87		31 76
Columbia.....			391 08	
Dade.....		19 10		
DeSoto.....	232 54		127 50	13 16
Duval.....			2 862 63	2,081 00
Escambia.....			1,230 87	9 00
Franklin.....			16 00	27 00
Gadsden.....				5 00
Hamilton.....		197 50	84 09	107 41
Hernando.....		41 69	85 00	
Hillsborough.....			1,029 42	216 1
Holmes.....				
Jackson.....			1,027 60	2, 28 0
Jefferson.....			193 8	183
Lafayette.....				227
Lake.....	4 50		42 5	128
Lee.....		271 15		45
Leon.....	100 00		353 3	206
Levy.....	8 75		149 14	
Liberty.....				
Madison.....	75 00		55 00	31
Manatee.....		30 00	860 98	6
Marion.....	48 75		646 41	1,08
Monroe.....				
Nassau.....			582 35	
Orange.....		16 00	179 50	
Osceola.....			35 40	
Pasco.....			316 56	
Polk.....	226 50		513 80	
Putnam.....	25 00			
St. Johns.....	2 45		697 60	
Santa Rosa.....			345 94	
Sumter.....				
Suwannee.....				
Taylor.....				
Volusia.....			241 75	
Walton.....				
Washington.....	24 00	225 00		

TABLE XXII.—Showing Financial Condition of County Board  
July 1, 1901.

1900-1901 Counties.	Total Indebtedness.	Net Indebtedness.	Net Cash on Hand.
The State.....	\$ 228,131 83	\$ 158,433 20	\$ 34,209 14
Alachua.....	63,862 06	60,358 36	
Baker.....	1,371 20	542 88	
Bradford.....	2,850 00	526 29	
Brevard.....	5,368 02	5,337 31	
Calhoun.....	287 45	287 45	
Citrus.....	289 55		3,544 54
Clay.....	2,703 90	2,699 80	
Columbia.....	3,150 00	2,782 60	
Dade.....	601 72		4,181 57
DeSoto.....	294 80		3,730 19
Duval.....	16,150 73	2,535 40	
Escambia.....	19,624 50	18,400 02	
Franklin.....			270 30
Gadsden.....	43 00		4,109 09
Hamilton.....	3,128 34	2,435 75	
Hernando.....	1,849 77		925 57
Hillsborough.....	17,127 43	3,494 43	
Indian River.....	2,889 94	2,393 01	
Jackson.....	9,631 55	9,472 26	
Jefferson.....	2,435 12	2,435 12	
Lafayette.....	2,598 44	2,096 92	
Le.....	5,645 43		2,467 44
.....			1,022 33
Manatee.....	4,957 79	4,957 52	
Marion.....	2,209 49	242 74	
Martin.....	618 56	90 00	
Meade.....	466 55	466 55	
Monroe.....	8,010 28	5,380 72	
Muskegon.....	5,448 46	2,964 29	
Nassau.....	2,972 80	2,336 11	
Neptune.....	8,167 86	5,712 94	
Oklawaha.....	758 80		3,451 56
Orange.....	737 36		2,458 30
Osceola.....	5,086 20	3,209 46	
.....	5,335 60	4,671 35	
.....	642 28	61	
Polk.....	9,177 25	9,106 58	
Rosa.....	4,186 78	2,627 01	
.....	2,068 55	354 19	
St. Johns.....	114 18		2,089 19
.....	868 85	818 80	
.....	1,666 00		4,603 03
.....	774 88	196 48	
.....	368 30		94 35
Tallahassee.....	492 06		1,261 68

**TABLE XXIII.—Showing Summary of Financial Statements**

**County Boards. Sec. A.—Debits.**

[The sum of these three columns equals sum of three columns in Sec. B.]

1900—1901. Counties.	Total Receipts Except Loans	Borrowed Money not Repaid	Warrants of the Year not Paid
The State.....	\$ 822,275 09	\$ 84,841 41	\$ 149,505 08
Alachua.....	50,999 07	14,057 70	28,891 42
Baker.....	5,005 85		1,371 20
Bradford.....	14,203 55	3,800 00	2,850 00
Brevard.....	19,827 59		5,143 02
Calhoun.....	4,793 18		287 45
Citrus.....	13,044 90	1,900 00	289 55
Clay.....	8,779 85		2,698 58
Columbia.....	14,828 20	10,182 40	3,150 00
Dade.....	22,040 35		601 72
DeSoto.....	21,098 52	5,500 00	294 80
Duval.....	94,623 79		16,650 73
Escambia.....	32,747 69	12,100 00	3,424 50
Franklin.....	5,282 90	950 00	
Gadsden.....	14,130 44		43 00
Hamilton.....	8,682 99	1,268 26	585 04
Hernando.....	10,357 49		1,849 77
Hillsborough.....	67,055 59		17,127 43
Holmes.....	5,774 56		2,835 44
Jackson.....	18,099 72		9,631 55
Jefferson.....	11,753 02	90 08	1,680 52
Lafayette.....	5,416 80		449 57
Lake.....	22,205 87		5,145 43
Lee.....	10,682 20		
Leon.....	14,359 06		4,957 79
Levy.....	11,834 16	3,659 51	2,209 19
Liberty.....	2,987 49		434 05
Madison.....	14,614 29	1,020 00	466 55
Manatee.....	13,651 23		5,673 70
Marion.....	36,844 12		5,448 46
Monroe.....	11,579 35		631 50
Nassau.....	13,764 22		869 65
Orange.....	25,275 66		758 80
Osceola.....	11,529 85	1,464 60	632 92
Pasco.....	8,999 62		5,086 20
Polk.....	26,068 30	21,500 00	5,335 60
Putnam.....	19,788 31		642 28
St. Johns.....	15,720 36		3,514 55
Santa Rosa.....	20,564 07	1,000 00	1,715 09
Sumter.....	11,240 76		2,068 55
Suwannee.....	16,444 55		114 18
Taylor.....	4,016 32		888 85
Volusia.....	37,584 10	6,348 86	1,666 00
Wakulla.....	3,945 93		774 88
Walton.....	9,779 73		368 30
Washington.....	10,249 69		296 99

I.—Showing Summary of Financial Statements of  
County Boards. Sec. B Credits.

of these three columns equals sum of three columns

—1901 nties.	Total Expendi- tures (Except Payment of Debts).	Loans and Old Debts and Warrants Paid.	Cash on Hand
.....	\$ 774,870 33	\$ 178,343 53	\$ 103,407 72
.....	71,633 02	18,811 47	3,503 70
.....	5,299 31	249 22	828 32
.....	14,729 84	3,800 00	2,323 71
.....	19,190 84	5,749 06	30 71
.....	5,080 63		
.....	9,500 36	1,900 00	3,834 09
.....	7,423 07	4,051 26	4 10
.....	15,477 86	12,315 34	367 40
.....	17,295 04	563 74	4,783 29
.....	17,308 33	5,560 00	4,024 99
.....	71,795 83	25,363 36	14,115 33
.....	33,809 89	8,237 82	1,224 48
.....	5,012 60	950 00	270 30
.....	9,959 35	62 00	4,152 09
.....	7,877 44	1,366 26	1,292 59
.....	9,312 91	119 01	2,775 34
.....	68,460 12	2,059 90	13,633 00
.....	6,394 52	1,718 55	466 93
.....	19,319 55	8,252 43	159 29
.....	13,433 52	90 08	
.....	5,364 85		501 52
.....	18,488 22	750 21	8,112 87
.....	9,343 74	316 13	1,022 33
.....	18,114 34	1,202 24	27
.....	10,154 71	5,581 70	1,966 75
.....	2,109 40	783 88	528 26
.....	16,100 84		
.....	11,379 03	5,316 34	2,629 56
.....	31,308 20	8,500 21	2,484 17
.....	10,995 26	578 90	636 69
.....	11,320 34	858 61	2,454 92
.....	21,207 17	616 93	4,210 36
.....	8,334 62	2,097 09	3,195 66
.....	9,361 34	2,847 74	1,876 74
.....	28,835 65	23,404 00	664 25
.....	19,616 67	172 25	641 67
.....	16,672 99	2,491 25	70 67
.....	12,247 43	9,471 96	1,559 77
.....	8,850 12	2,744 83	1,714 36
.....	14,355 36		2,203 37
.....	4,049 42	755 70	50 05
.....	31,481 07	7,848 86	6,269 03
.....	4,119 41	23 00	578 40
.....	9,354 65	330 70	462 68
.....	8,361 47	431 50	1,753 71

TABLE XXIV.—Total Cost of White Schools.

1900—1901. Counties.	Total Cost of White Schools for the Year.	Expended on Schools.	Administration
The State.....	\$621,242 26	\$562,124 26	\$58,118 00
Alachua.....	57,398 11	54,711 81	2,686 30
Baker.....	4,710 64	3,590 50	1,119 14
Bradford.....	13,190 11	10,494 53	2,695 58
Brevard.....	16,981 14	14,977 15	2,003 99
Calhoun.....	4,010 21	3,385 25	624 96
Citrus.....	8,491 96	7,559 43	932 53
Clay.....	6,101 44	5,043 33	1,058 11
Columbia.....	11,165 81	10,396 43	769 38
Dade.....	14,081 86	13,070 06	1,011 80
DeSoto.....	16,767 11	15,155 50	1,611 61
Duval.....	51,068 02	47,430 37	3,637 65
Escambia.....	31,933 85	29,735 26	2,198 59
Franklin.....	3,482 34	3,041 04	441 30
Gadsden.....	6,237 97	5,877 00	360 97
Hamilton.....	6,161 60	5,242 34	919 26
Hernando.....	8,251 40	7,524 55	726 85
Hillsborough.....	62,592 00	58,447 41	4,144 59
Holmes.....	6,198 14	5,237 14	961 00
Jackson.....	14,484 00	11,959 33	2,524 67
Jefferson.....	9,406 01	8,071 65	1,334 36
Lafayette.....	5,207 94	4,196 50	1,011 44
Lake.....	15,612 78	14,161 05	1,451 73
Lee.....	9,026 31	7,733 00	1,293 31
Leon.....	9,219 40	8,773 29	446 11
Levy.....	8,334 93	7,425 01	909 92
Liberty.....	1,632 99	1,337 20	295 79
Madison.....	11,935 54	11,190 96	744 58
Manatee.....	10,851 05	8,991 84	1,859 21
Marion.....	20,555 09	18,906 75	1,648 34
Monroe.....	7,342 01	6,927 28	414 73
Nassau.....	6,830 99	5,839 40	991 59
Orange.....	16,708 49	15,332 92	1,375 57
Osceola.....	7,736 51	6,649 31	1,087 20
Pasco.....	8,804 92	7,536 03	1,268 89
Polk.....	26,031 90	23,927 47	2,104 43
Putnam.....	13,391 22	12,713 88	677 34
St. Johns.....	13,068 47	11,559 12	1,509 35
Santa Rosa.....	10,838 65	9,082 94	1,755 71
Sumter.....	6,766 59	6,163 40	603 19
Suwannee.....	10,817 37	10,137 65	679 72
Taylor.....	3,888 67	3,100 72	787 95
Volusia.....	25,920 86	22,809 05	3,111 81
Wakulla.....	3,109 90	2,733 74	376 16
Walton.....	8,071 80	7,216 98	854 82
Washington.....	6,824 16	5,728 71	1,095 45

TABLE XXV.—Total Cost of Negro Schools.

1900—1901. Counties.	Total Cost of Negro Schools for the Year.	Expended on Schools.	Administration, &c. [Pro-rated on Enrollment.]
The State.....	\$153,628 07	\$121,245 50	\$32,382 57
Alachua.....	14,234 91	10,861 80	3,373 61
Baker.....	588 67	360 0	228 67
Bradford.....	1,539 7	898 00	64 78
Brevard.....	2,209 70	1,850 70	559 20
Calhoun.....	1,070 42	820 00	250 42
Chrus.....	1,008 4	750 00	258 40
Clay.....	1,321 63	973 11	348 52
Columbia.....	4,312 15	3,528 88	783 17
Dade.....	3,213 18	2,750 38	462 80
DeSoto.....	541 22	485 02	56 20
Duval.....	20,727 81	17,256 48	3,471 33
Escambia.....	8,876 04	5,773 12	1, 02 92
Franklin.....	1,530 26	1,151 21	379 05
Gadsden.....	3,721 38	3,044 00	677 38
Hamilton.....	1,715 8	1,250 00	465 84
Hernando.....	1,061 51	592 62	468 89
Hillsborough.....	5,898 12	5,017 88	880 24
Holmes.....	196 38	175 50	20 88
Jackson.....	4,885 55	2,546 75	2,288 80
Jefferson.....	4,027 51	2,861 60	1,165 91
Lafayette.....	156 91	125 00	31 91
Lake.....	2,875 44	2,219 70	655 74
Lee.....	317 43	230 00	87 43
Leon.....	8,894 94	6,713 42	2,181 52
Levy.....	1,819 78	1,377 60	442 18
Liberty.....	476 41	322 00	154 41
Madison.....	4,165 30	3,170 00	995 30
Manatee.....	527 98	375 00	152 98
Marion.....	10,753 11	8,387 08	2,366 03
Monroe.....	3,653 25	3,439 98	213 27
Nassau.....	4,489 35	3,471 70	1,017 65
Orange.....	4,498 68	3,726 73	771 93
Osceola.....	598 11	490 00	108 11
Pasco.....	556 42	455 00	101 42
Polk.....	2,803 75	2,425 00	378 75
Putnam.....	6,225 45	5,621 3	604 13
St. Johns.....	3,604 52	2,905 38	699 14
Santa Rosa.....	1,408 78	982 50	426 28
Sumter.....	2,083 58	1,762 50	321 08
Suwannee.....	3,537 99	3,099 90	438 09
Taylor.....	160 75	100 00	60 75
Volusia.....	5,560 21	4,035 25	1,524 96
Wakulla.....	1,009 51	794 97	214 54
Walton.....	1,282 86	1,104 00	178 85
Washington.....	1,537 3	1,165 10	372 21

**TABLE XXVI.—Cost of School, (1) Per Capita of Population, (2) Per Capita of Educable Youth, (3) Per Capita of Youth Enrolled.**

1900—1901 Counties.	Per Capita of Total Population	Per Youth of School Age			Per Pupil En- rolled.		
		Both Races	White	Negro	Both Races	White	Negro
The State.....	\$ 1 47	\$ 4 80	\$ 6 66	\$ 2 26	\$ 8 94	\$ 9 13	\$ 3 53
Alachua.....	2 22	7 40	14 66	2 44	12 01	18 66	3 62
Baker.....	1 17	3 89	4 13	2 68	4 56	4 88	2 99
Bradford.....	1 43	3 97	4 52	1 92	5 8	6 28	3 48
Brevard.....	3 72	13 54	14 88	8 0	17 00	19 34	9 02
Calhoun.....	99	3 71	4 25	2 51	6 31	6 98	4 65
Citrus.....	1 77	8 20	10 15	3 14	11 51	13 16	5 62
Clay.....	1 32	4 64	5 01	3 45	5 66	6 29	4 07
Columbia.....	91	3 46	4 70	2 06	4 29	6 25	2 87
Dade.....	3 49	12 58	14 56	9 46	15 00	17 68	8 88
DeSoto.....	2 15	6 2	6 27	4 71	7 57	7 59	7 0
Duval.....	1 81	6 63	11 68	3 21	9 92	13 81	5
Escambia.....	1 34	5 08	6 52	2 25	8 52	10 53	4
Franklin.....	1 0	4 49	5 26	3 42	6 79	8 77	4
Gadsden.....	65	1 76	3 51	96	2 43	4 37	1
Hamilton.....	66	2 39	2 77	1 61	2 43	4 42	2
Hernando.....	2 56	8 23	13 14	2 11	11 10	16 18	3
Hillsborough.....	1 90	7 32	8 80	2 83	11 88	13 14	3
Holmes.....	82	2 02	2 22	58	3 02	3 00	3
Jackson.....	83	2 89	4 11	1 53	3 49	4 92	3
Jefferson.....	83	2 19	7 49	63	3 98	10 63	3
Lafayette.....	1 07	4 34	4 29	7 13	5 66	5 67	3
Lake.....	2 48	8 83	10 76	4 47	10 79	13 28	3
Lee.....	3 04	11 35	11 41	9 93	13 76	14 19	3
Leon.....	91	2 44	9 21	1 39	4 44	13 32	3
Levy.....	1 18	3 87	4 77	2 07	5 99	7 81	3
Liberty.....	71	2 82	3 65	1 56	4 70	5 53	3
Madison.....	1 04	3 05	6 17	1 22	3 98	6 74	3
Manatee.....	2 44	7 58	7 66	6 14	8 83	9 11	3
Marion.....	1 28	4 20	6 77	2 42	5 54	8 85	3
Monroe.....	61	1 93	1 85	2 27	6 27	6 33	3
Nassau.....	1 17	4 13	4 54	3 62	6 12	7 42	3
Orange.....	1 87	5 45	6 94	3 04	8 27	10 17	3
Osceola.....	2 42	7 36	7 61	5 11	8 47	8 64	3
Pasco.....	1 55	5 46	5 91	2 48	7 88	8 10	3
Polk.....	2 31	7 15	8 00	3 58	8 83	9 41	3
Putnam.....	1 69	5 91	8 28	3 66	8 30	10 72	3
St. Johns.....	1 82	6 88	8 01	4 63	9 87	11 40	3
Santa Rosa.....	1 19	3 17	3 48	1 87	4 89	5 38	3
Sumter.....	1 43	4 13	4 78	2 96	6 42	7 52	3
T. W. Tannee.....	99	2 64	3 96	1 30	4 06	5 06	3
Taylor.....	1 01	3 35	3 50	1 64	4 46	4 61	3
Volusia.....	3 09	10 33	13 07	5 27	13 14	16 12	3
Wakulla.....	80	3 34	4 99	1 66	3 93	4 66	3
Walton.....	1 00	2 73	2 91	1 83	3 92	4 09	3
Washington.....	82	2 67	2 79	2 22	3 52	3 82	3

**E XXVII.—County Superintendents, (1) Cost as Compared With Cost of All Teachers, (2) Visits Made to Schools.**

1900—1901. Counties.	Per cent of Cost of all Teachers Paid Co Supt.	No. visits made one hour or more in length.		
		To all Schools.	To white Schools	To Negro Schools
State.....	5 7	2,307	1,872	435
Ala.....	3 4	102	67	35
Ark.....	10 1	20	19	1
Calif.....	6 7	62	57	5
Col.....	10 0	63	55	8
Conn.....	2 6	48	36	10
Del.....	9 0	52	42	10
Fla.....	10 3	46	40	8
Georgia.....	4 4	31	22	9
Idaho.....	5 1	55	49	6
Ill.....	5 4	49	48	1
Ind.....	3 1	98	59	39
Iowa.....	4 6	112	90	22
Kan.....	5 6	6	2	4
La.....	6 7	29	49	40
Mass.....	7 1	36	27	9
Mich.....	8 5	9	75	15
Minn.....	4 2	112	102	10
Miss.....	5 9	28	28	
Mo.....	5 1	4	3	1
Mont.....	5 7	20	15	5
Nebr.....	8 4	35	34	1
Nev.....	7 2	47	47	
N.H.....	7 7	39	38	1
N.J.....	8 2	22	10	12
N.M.....	7 7	59	45	14
N.Y.....	10 8	22	18	4
Ohio.....	6 2	21	20	1
Ore.....	6 8	9	9	
Pak.....	2 3	114	68	46
R.I.....	6 1	12	6	6
S.D.....	6 2	24	17	7
Tenn.....	6 4	71	55	16
Texas.....	9 1	17	18	1
Vt.....	8 7	68	63	5
Wash.....	4 0	19	18	1
W. Va.....	5 1	46	46	
Wis.....	5 7	59	53	6
Wy.....	9 9	100	92	8
.....	7 6	126	104	22
.....	4 2	39	35	4
.....	10 3	23	23	
.....	4 9	67	51	16
.....	9 0	32	25	7
.....	8 3	65	55	10
.....	2 6	48	39	9



## CHAPTER IV.

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### Statistical Reports of the County Superintendents, Tabulated, 1901-02.

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So far as the accuracy of the reports of the County Superintendents is concerned, it is believed that the following tables are fully as correct as those preceding, if not more so; but the averages are perhaps less reliable, because of the rapid changes in population which took place between the time for which these reports are made and the date of the last census. The growth of the counties in the extreme south has been so marked that there will be found many cases in which the enrollment in the schools was greater than the total population of school age as given by the last census, which is summarized on page 50. In the summary statistics in Chapter I these averages are more nearly correct, having been based upon an estimated correction of the census. This difference will account for what would at first sight appear to be discrepancies.

**TABLE I.—Showing Number of Schools and Average Length of Term in Days.**

1901—1902. Counties.	Number of Schools Maintained.			Average Length of Term in Days		
	Both	White	Negro	Both	White	Negro
The State.....	2,470	1,818	652	94	96	88
Alachua.....	118	72	46	97	112	74
Baker.....	41	37	4	71	70	72
Bradford.....	51	41	10	82	84	76
Brevard.....	49	40	9	105	98	108
Calhoun.....	32	23	9	76	79	80
Citrus.....	27	21	6	117	122	100
Clay.....	42	36	6	75	76	73
Columbia.....	87	56	31	79	80	77
Dade.....	29	22	7	141	142	189
DeSoto.....	57	55	2	96	96	80
Duval.....	72	41	31	118	117	119
Escambia.....	87	48	19	106	108	102
Franklin.....	7	5	2	124	132	120
Gadsden.....	73	37	36	83	83	80
Hamilton.....	58	42	16	66	64	70
Hernando.....	23	18	5	111	119	85
Hillsborough.....	103	87	16	101	102	98
Holmes.....	47	43	4	77	78	70
Jackson.....	98	62	36	81	80	81
Jefferson.....	59	28	33	91	108	80
Lafayette.....	40	40		51	52	
Lake.....	58	43	15	111	117	94
Lee.....	26	25	1	126	124	140
Leon.....	75	33	42	102	104	101
Levy.....	50	39	11	9	96	87
Liberty.....	17	13	4	77	78	75
Madison.....	81	49	32	55	80	46
Manatee.....	48	44	4	94	93	95
Marion.....	110	65	45	103	106	100
Monroe.....	7	5	2	177	184	180
Nassau.....	49	33	16	87	84	95
Orange.....	66	51	15	112	113	110
Osceola.....	26	23	3	100	101	86
Pasco.....	43	39	4	96	87	80
Polk.....	84	78	8	91	90	103
Putnam.....	72	46	26	105	120	94
St. Johns.....	33	27	6	111	108	133
Santa Rosa.....	72	64	8	77	77	76
Sumter.....	40	29	11	96	96	96
Suwannee.....	8	58	23	82	83	80
Taylor.....	36	35	1	78	78	74
Volusia.....	5	36	15	110	116	94
Wakulla.....	30	20	10	93	94	92
Walton.....	68	58	10	77	76	80
Washington.....	67	51	12	76	75	80

TABLE II.—Showing Educational Status of Youth Enrolled.  
PART I.

1901—1902. Counties,	Chart or Beginners Class			First Reader Class		
	Total	White	Negro	Total	White	Negro
The State.....	15,411	6,228	9,183	22,024	11,116	10,248
Alachua.....	939	118	826	1,452	551	901
Baker.....	201	140	60	267	214	53
Bradford.....	104	216	88	509	359	150
Brevard.....	80	39	41	220	150	70
Calhoun.....	53	21	32	224	122	102
Citrus.....	74	37	37	111	69	42
Columbia.....	169	70	99	181	124	57
Clay.....	744	171	573	697	300	397
Dade.....	135	67	68	214	134	80
DeSoto.....	209	189	20	329	314	15
Duval.....	850	204	652	1,295	619	676
Escambia.....	413	161	252	1,179	678	501
Franklin.....	71	43	28	188	84	104
Gadsden.....	840	215	625	887	202	685
Hamilton.....	382	181	201	533	332	201
Hernando.....	98	43	55	152	76	76
Hillsborough.....	1,045	706	339	938	767	171
Holmes.....	316	292	24	405	374	31
Jackson.....	599	196	403	1,471	593	878
Jefferson.....	663	74	589	770	138	632
Lafayette.....	112	112		168	168	
Lake.....	261	131	130	192	117	75
Lee.....	77	64	13	178	168	10
Leon.....	725	77	648	994	144	850
Levy.....	164	60	104	340	227	113
Liberty.....	52	41	11	87	83	4
Madison.....	695	292	403	744	335	409
Manatee.....	117	69	48	204	185	19
Marion.....	1,271	194	1,077	920	253	667
Monroe.....	432	291	141	341	244	97
Nassau.....	274	90	184	250	135	115
Orange.....	141	60	81	409	226	183
Osceola.....	77	69	8	142	119	23
Pasco.....	33	34	5	228	177	51
Polk.....	302	229	73	592	465	127
Putnam.....	175	31	144	510	187	323
St. Johns.....	202	108	94	305	179	126
Santa Rosa.....	144	95	49	547	416	131
Sumter.....	147	66	81	248	130	118
Suwannee.....	744	310	434	748	418	330
Taylor.....	201	178	23	155	142	13
Volusia.....	174	69	105	521	309	212
Wakulla.....	159	80	79	174	83	91
Walton.....	290	108	82	454	376	78
Washington.....	344	202	144	491	340	151

This table includes (in parts I, II and III) 1,579 white and negro pupils enrolled twice, in different schools, during year.

**TABLE II. (Continued)—Showing Educational Status of Youth Enrolled.**  
**PART II.**

1901—1902. Counties.	Second Reader Class			Third Reader Class		
	Total	White	Negro	Total	White	Negro
The State.....	17,723	9,958	7,765	18,106	10,972	7,134
Alachua.....	1,103	434	669	983	467	516
Baker.....	197	176	21	233	206	27
Bradford.....	384	296	88	450	379	71
Brevard.....	172	118	54	203	155	47
Calhoun.....	139	96	43	164	121	43
Citrus.....	108	85	23	97	72	25
Columbia.....	171	115	56	175	144	31
Clay.....	481	219	262	476	242	234
Dade.....	252	148	104	232	140	92
DeSoto.....	354	338	16	405	386	19
Duval.....	1,104	501	603	1,097	580	517
Escambia.....	743	508	235	793	505	288
Franklin.....	130	104	26	129	68	61
Gadsden.....	655	227	428	633	231	402
Hamilton.....	383	249	134	334	210	124
Hernando.....	96	53	43	116	83	33
Hillsborough.....	844	662	182	910	723	187
Holmes.....	307	292	15	296	261	35
Jackson.....	1,076	452	624	980	502	478
Jefferson.....	694	187	507	679	105	574
Lafayette.....	168	168	0	209	209	0
Lake.....	227	145	82	327	220	107
Lee.....	115	110	5	112	103	9
Leon.....	839	128	711	727	124	603
Levy.....	248	148	100	288	190	98
Liberty.....	65	40	25	69	51	18
Lindsey.....	715	312	403	756	333	423
Llanadeo.....	179	155	24	181	169	12
Llanadeo.....	811	279	532	873	328	545
Llanadeo.....	295	171	124	211	184	27
Llanadeo.....	329	135	194	277	127	150
Llanadeo.....	361	224	137	429	217	212
Llanadeo.....	163	141	22	203	181	22
Llanadeo.....	164	145	19	171	162	9
Llanadeo.....	426	348	78	510	394	116
Llanadeo.....	357	152	205	392	188	204
Llanadeo.....	301	182	119	289	224	65
Llanadeo.....	458	386	72	410	350	60
Llanadeo.....	250	110	140	276	187	89
Llanadeo.....	535	326	209	548	338	210
Llanadeo.....	191	185	6	220	212	8
Llanadeo.....	274	110	164	340	213	127
Llanadeo.....	141	78	63	173	94	79
Llanadeo.....	323	262	61	363	306	57
Llanadeo.....	386	269	117	433	317	116

**TABLE II. (Continued)—Showing Educational Status of Youth Enrolled.**  
**PART III.**

1901—1902. Counties.	Fourth Reader Class			Fifth Reader Class			Higher Branches		
	Total	White	Negr	Total	White	Negr	Total	White	Negr
The State..	17,801	12,160	5,141	12,746	9,989	2,757	11,028	10,087	991
Alachua....	951	609	342	646	483	163	551	491	60
Baker.....	154	141	13	146	138	8	45	43	2
Bradford...	435	387	48	399	351	48	189	189	
Brevard....	227	162	65	128	87	41	178	165	13
Calhoun....	128	112	16	56	55	1	130	130	
Citrus.....	138	110	28	118	112	6	146	146	
Columbia...	232	197	35	106	86	20	139	139	
Clay.....	475	270	205	445	310	135	259	249	10
Dade.....	278	197	81	206	192	14	72	72	
DeSoto.....	518	503	15	415	410	5	255	253	2
Duval.....	999	580	419	672	488	184	981	821	160
Escambia...	600	426	174	408	319	89	719	668	51
Franklin....	152	70	82	75	75		89	70	19
Gadsden....	635	315	320	379	233	146	126	99	27
Hamilton...	298	228	70	166	148	18	203	201	2
Hernando...	107	84	23	95	86	9	63	59	4
Hillsborough	864	779	85	746	670	76	998	967	31
Holmes.....	240	230	10	101	97	4	257	255	2
Jackson.....	806	502	304	321	214	107	875	665	210
Jefferson....	542	132	410	449	119	330	221	179	42
Lafayette...	141	141		45	45				
Lake.....	311	228	83	264	227	37	156	156	
Lee.....	154	150	4	116	113	3	80	80	
Leon.....	549	141	408	476	184	292	69	52	17
Levy.....	335	260	75	261	206	55	283	270	13
Liberty.....	55	48	7	66	66		34	34	
Madison....	574	233	341	314	140	174	133	92	41
Manatee....	252	238	14	217	212	5	246	246	
Marion.....	767	414	353	622	450	172	462	409	53
Monroe.....	86	132	54	305	227	78	166	129	37
Nassau.....	289	172	117	174	152	22	149	113	36
Orange.....	401	301	100	423	309	114	431	387	44
Osceola.....	201	195	6	95	92	3	98	98	
Pasco.....	196	187	9	165	165		151	151	
Polk.....	495	470	25	484	458	26	565	545	20
Putnam.....	364	237	127	399	281	118	249	216	33
St. Johns...	301	232	69	240	210	30	62	59	3
Santa Rosa...	486	440	46	262	243	19	110	110	
Sumter.....	300	214	86	175	163	12	52	52	
Suwannee...	531	360	171	421	360	61	316	302	14
Taylor.....	242	240	2	113	113		72	72	
Volusia.....	383	251	132	389	233	156	461	417	44
Wakulla....	161	106	55	89	71	18	56	56	
Walton.....	457	416	41	422	399	23	90	90	
Washington.	396	325	71	375	357	18	39	38	1

**TABLE III.—(a) Enrollment by Race and Sex; (b) Percentage of School Population (6 to 21) Enrolled.**

1901—1902. Counties.	Enrollment.							Percentage of School Popu- lation En- rolled.		
	Total Race.	Total White	Total Negro	White Males	Negro Males	White Females	Negro Females	Total Race.	White	Negro
The State...	69,841	42,843	26,998	15,528	11,470	34,167	22,843	100	74	63
Alachua....	6,546	3,131	3,405	1,528	1,564	1,603	1,841	67	81	58
Baker.....	1,213	1,019	194	514	82	505	112	89	79	88
Bradford...	2,443	1,990	453	1,012	225	978	228	68	68	57
Brevard....	1,160	860	300	446	141	411	159	82	75	109
Calhoun....	827	618	209	334	101	284	108	60	66	49
Citrus.....	792	631	161	341	69	290	92	68	75	50
Clay.....	1,773	875	298	421	132	454	166	73	72	78
Columbia...	3,453	1,682	1,771	855	840	827	931	77	71	85
Dade.....	1,391	950	441	500	191	450	250	102	92	130
DeSoto....	2,393	2,306	87	1,206	39	1,100	48	86	86	75
Duval.....	6,905	3,694	3,211	1,817	1,496	1,877	1,715	64	85	50
Escambia...	4,850	3,265	1,585	1,559	750	1,706	835	63	71	52
Franklin...	834	463	366	234	180	234	186	75	71	82
Gadsden...	4,082	1,480	2,602	756	1,227	724	1,375	72	83	70
Hamilton...	2,258	1,516	742	766	354	750	388	69	68	70
Hernando...	707	454	253	232	119	222	134	62	72	50
Hillsboro	6,260	5,198	1,062	2,627	460	2,571	602	67	71	51
Holmes....	1,916	1,821	95	936	49	885	46	61	65	26
Jackson....	5,969	3,004	2,965	1,548	1,432	1,456	1,533	89	85	94
Jefferson...	3,951	859	3,092	424	1,481	435	1,611	64	69	63
Lafayette...	843	843	.....	428	.....	415	.....	67	70	.....
Lake.....	1,693	1,188	505	599	243	589	262	81	82	78
Lee.....	807	763	44	384	26	379	18	98	97	138
Leon.....	4,341	812	3,529	434	1,578	378	1,951	59	81	55
Levy.....	1,885	1,327	558	721	278	606	280	72	76	63
Liberty....	428	308	120	142	50	166	70	56	69	39
Madison...	3,931	1,737	2,194	898	995	839	1,199	75	90	66
Manatee...	1,396	1,274	122	649	63	625	59	92	90	142
Marion....	5,650	2,251	3,399	1,168	1,597	1,083	1,802	75	74	77
Monroe....	1,936	1,328	608	659	259	669	349	35	33	37
Nassau....	1,704	887	817	447	391	440	426	62	58	66
Orange....	2,604	1,673	931	831	455	842	476	67	69	63
Osceola....	969	885	84	441	49	444	35	86	87	72
Pasco.....	1,114	1,021	93	527	44	494	49	65	68	42
Polk.....	3,276	2,811	465	1,452	225	1,359	240	81	86	59
Putnam...	2,362	1,246	1,116	614	530	632	586	71	77	66
St. Johns.	1,689	1,186	503	622	229	564	274	69	72	65
Santa Rosa	2,417	2,040	377	1,055	166	985	211	63	66	50
Sumter....	1,451	952	499	476	210	476	289	68	67	71
Suwannee...	3,722	2,311	1,411	1,215	640	1,096	771	68	85	52
Taylor...	1,027	975	52	541	26	434	26	85	88	53
Volusia....	2,492	1,651	841	805	401	846	440	81	83	80
Wakulla...	915	561	354	303	165	258	189	74	89	59
Walton....	2,254	1,930	324	984	142	946	182	66	69	50
Washington	2,365	1,760	605	920	306	840	299	75	72	87

Not including 1,579 white and 436 negro repetitions, enrolled twice.

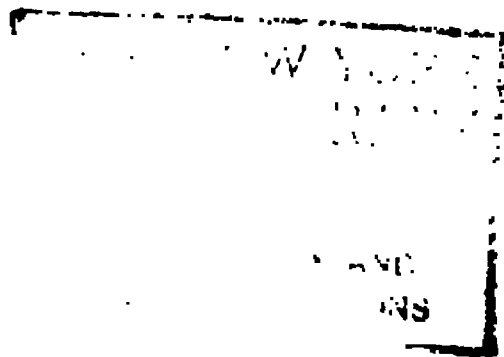
**TABLE IV.—(a) Average Daily Attendance; (b) Percent Enrollment in Daily Attendance.**

1901—1902 Counties.	Average Daily Attendance							Both
	Both Races	Total white	Total Negro	White males	Negro males	White Females	Negro Females	
The State.	76,164	16,883	21,881	22,911	13,890	23,312	15,990	
Alachua...	4,745	2,157	2,788	1,026	1,189	1,131	1,390	
Baker.....	679	552	127	287	71	285	50	
Bradford...	1,603	1,303	300	631	151	672	129	
Brevard...	781	587	197	802	94	85	103	
Calhoun...	559	420	139	224	68	196	71	
Citrus.....	491	411	86	213	34	191	52	
Clay.....	825	611	191	283	84	341	107	
Columbia...	2,128	1,121	1,007	56	461	559	548	
Dade.....	916	616	290	316	124	300	106	
DeSoto....	1,568	1,512	56	776	21	736	34	
Duval.....	1,459	2,358	2,101	1,138	975	1,220	1,126	
Escambia...	3,185	2,178	1,007	1,025	472	1,153	535	
Franklin...	567	305	262	146	127	159	135	
Gadsden...	2,958	1,023	1,935	506	911	517	1,024	
Hamilton...	1,358	920	438	452	201	468	257	
Hernando...	469	313	156	156	73	157	82	
Hillsboro	1,341	3,555	786	1,757	354	1,798	432	
Holmes....	1,292	1,218	74	643	39	575	35	
Jackson...	3,673	1,903	1,770	970	847	933	923	
Jefferson...	2,938	566	2,372	270	1,117	296	1,255	
Lafayette...	607	607		309		298		
Lake.....	1,154	832	322	404	153	428	169	
Lee.....	543	520	23	257	14	263	9	
Leon.....	3,837	572	2,765	302	1,240	270	1,575	
Levy.....	1,238	838	400	438	195	400	203	
Liberty....	269	185	84	80	38	105	46	
Madison...	3,300	1,370	1,930	701	896	669	1,034	
Manatee...	1,012	926	86	454	43	472	43	
Marion....	4,175	1,671	2,502	844	1,169	829	1,243	
Monroe...	1,074	742	332	348	143	391	189	
Nassau....	1,122	587	537	286	244	209	293	
Orange....	1,842	1,247	595	618	291	629	347	
Osceola...	636	575	57	286	32	287	25	
Pasco.....	809	735	74	365	35	370	39	
Polk.....	2,287	1,957	330	971	161	989	169	
Putnam...	1,615	872	713	433	349	439	394	
St. Johns...	1,142	785	357	408	155	377	322	
Santa Rosa	1,653	1,381	272	717	122	664	159	
Sumter...	991	619	342	316	136	353	202	
Suwannee	2,116	1,398	718	698	330	700	388	
Taylor....	562	533	29	301	13	232	16	
Volusia...	1,843	1,209	634	575	314	634	321	
Wakulla...	552	315	237	159	110	156	127	
Walton...	1,413	1,182	231	594	95	588	136	
Washingto	1,351	952	399	434	199	518	200	



· PLATE 8—PUBLIC SCHOOL, PENSACOLA.





**TABLE V.—(1) Average Number of Days Schooling Given;  
(2) Average Number of Days Schooling Given  
for Every Child 6 to 21 Years of Age.**

1901—1902. Counties.	Aggregate Days Schooling Given.			Average Days School Given Every Child 6 to 21.		
	Total	Whites	Negroes	Both Races	Whites	Negroes
The State.....	7,985,291	5,152,675	2,812,616	49	55	41
Alachua.....	476,727	265,611	211,116	49	69	36
Baker.....	49,510	40,968	8,544	36	36	39
Bradford.....	137,375	113,917	23,458	37	39	29
Brevard.....	94,858	71,768	23,090	* 67	63	* 84
Calhoun.....	49,515	36,619	12,896	36	39	30
Citrus.....	58,594	51,819	6,575	50	62	20
Clay.....	72,922	52,564	20,358	46	43	50
Columbia.....	198,263	110,424	87,839	44	46	12
Dade.....	132,720	92,316	40,404	* 97	89	* 116
DeSoto.....	172,028	167,628	4,400	62	66	38
Duval.....	599,196	350,013	249,183	55	62	38
Escambia.....	405,152	296,767	108,385	53	65	35
Franklin.....	75,878	45,333	30,545	68	68	68
Gadsden.....	261,120	97,400	163,720	46	55	42
Hamilton.....	104,728	72,268	32,460	31	32	30
Hernando.....	55,140	42,380	12,760	49	67	25
Hillsborough.....	514,514	439,538	74,976	55	60	36
Holmes.....	113,577	108,407	5,170	36	39	14
Jackson.....	311,120	163,894	147,226	47	47	47
Jefferson.....	263,246	70,412	192,834	43	56	40
Lafayette.....	27,582	27,582		22	23	
Lake.....	144,891	111,244	33,647	69	77	52
Lee.....	66,699	63,463	3,236	* 81	80	* 101
Leon.....	370,360	71,040	299,320	50	71	47
Levy.....	121,323	86,121	35,202	46	49	40
Liberty.....	21,833	14,633	7,200	29	33	24
Madison.....	200,337	118,735	80,602	40	61	27
Manatee.....	107,705	100,232	7,473	* 71	71	87
Marion.....	459,238	203,138	256,100	62	67	58
Monroe.....	194,709	141,239	53,470	35	35	33
Nassau.....	116,590	58,485	58,105	43	39	47
Orange.....	222,420	155,958	66,462	57	64	45
Osceola.....	78,252	72,212	6,040	60	71	52
Pasco.....	64,811	78,891	5,920	50	53	22
Polk.....	256,696	216,874	40,822	64	67	51
Putnam.....	194,420	114,683	79,737	59	71	47
St. Johns.....	157,779	102,737	55,042	65	62	71
Santa Rosa.....	126,742	106,494	20,248	33	34	27
Sumter.....	93,470	61,322	32,148	44	43	46
Suwannee.....	191,269	133,190	58,079	35	49	21
Taylor.....	52,537	50,354	2,183	43	45	22
Volusia.....	281,110	159,580	71,530	76	80	68
Wakulla.....	54,540	31,800	22,740	44	50	38
Walton.....	117,764	98,612	19,152	84	86	80
Washington.....	117,281	84,512	32,719	38	35	47

\*Doubtless too large. Due to rapid increase in population since census was taken in 1900.

**TABLE VI.—Showing Certain Facts Relative to Teachers Employed.**

1901—1902 Counties.	Graduates of Normal Schools				Attendants at Teachers' Summer Schools				Attendants at State Teachers' Association	Subscribers to Educational Journals	Non- de Teac			
	Whites		Negroes		Whites		Negroes				Of County			
	Male	Female	Male	Female	Male	Female	Male	Female						
The State.	129	139	28	49	151	315	71	108	404	102	1184	397	328	11
Alachua...	14	8	1		17	19	19	26	51	11	78	40	1	
Baker.....	2		1	3							8	2	21	
Bradford..	6	3					3		23		15		4	
Brevard...	4	6	2	2		4		3	8		33	9	9	
Calhoun...		1			2	2					8	6	9	
Citrus.....	2	1			3	3			21		26	3	4	
Clay.....	2	1		4	2	10			4		12	2	4	
Columbia..	7	5	2	2		7	1	1	5	3	18	13	17	
Dade.....	3		1			1	1			3	18	10	6	
DeSoto....	1	1			15	16			6	2	32	2	11	
Duval.....	1	4		1		3		4	2	6	67	20	4	
Escambia..	2	6		1		4					59	15	1	
Franklin...									2		4	3	1	
Gadsden...	2	3			3	5	3	4	3		32	17	1	
Hamilton..	7	7			3	5		4	11		17	4	15	
Hernando..	2	3			2	3	1	1	5	1	23	3	5	
Hillsboro	8	5	2	4	16	22	1	10	12	3	102	17	15	
Holmes....					8	7							4	
Jackson...	2		1		1				2		25	18	7	
Jefferson..	1	3			2	3	8	7	2	1	14	16	7	
Lafayette..	2	4							6				9	
Lake.....	1	1			8	13			20		26	6	6	
Lee.....	3	1			1	2		1	3		10	1	8	
Leon.....					5	9	8	22	8	15	12	21		
Levy.....	3				2	3	4	1	11		23	8	14	
Liberty....											3	1	2	
Madison...	5	1	1	1	13	15	2	3	20	2	42	7	14	
Manatee...	2				2	6			4		14	2	8	
Marion....	8	15	3	7	9	30	5	10	86	17	49	21	11	
Monroe....													1	
Nassau....		2	1	1		4		2	5	7	14	11	11	
Orange....	2	5	1	2	3	6			8	7	42	21	1	
Osceola...						5			4		19	2	9	
Pasco.....					2	3			4		25	2		
Polk.....	8	6		1	12	31	2		13		57	8	5	
Putnam...	2	3	4	8	9	30	3		11	17	25	18	2	
St. Johns.	1	3	1			8	3	2	4	3	20	10	20	
Santa Rosa	4	7		1							48	5	14	
Sumter....					3	3			13		25	4	7	
Suwannee..	5	12	4	9	8	10	2	1	11	2	30	14	10	
Taylor.....	1	1			1	1			7		10	1	5	

—Showing the Number of Teachers' Positions Filled,  
Number of Individual Teachers Employed, and  
Grades of Certificates Held By Them.  
ite Teachers, (Totals and County Certificates)

Number of Positions Filled by White Teachers	Total White Teachers Employed.			County Certificates Held.								
				First Grade			Second Grade			Third Grade		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
2,402	2,196	623	1,508	557	251	306	1,037	235	802	458	113	345
130	108	33	75	21	11	12	51	16	35	32	6	26
39	31	20	11	5	3	2	15	7	8	9	7	2
57	53	15	38	18	7	11	26	5	21	7	3	4
49	42	8	34	12	7	5	18	8	10	9	9	0
26	20	6	14	6	2	4	8	4	4	6		6
27	26	7	19	17	6	9	10	1	9	1		1
41	27	5	22	7	2	3	17	2	15	6	1	4
65	51	18	33	21	12	9	18	4	14	12	2	10
33	39	6	33	11	2	9	16	2	14	9	2	7
73	65	33	32	24	12	10	21	7	14	21	13	8
106	108	10	98	21	7	14	68	2	66	10		10
84	79	10	69	4	3	6	46	3	43	19	3	16
13	13	4	9	4	2	2	8	1	7	1	1	
42	38	12	26	7	4	3	20	5	15	11	3	8
49	43	14	29	10	8	8	19	4	15	8	2	6
24	23	5	18	12	3	9	9	2	7	1		1
151	141	45	96	34	21	13	80	18	62	23	4	19
49	47	26	21	7	4	1	15	11	4	25	9	16
81	61	26	38	21	13	9	33	11	22	9	2	7
32	31	7	24	7	3	4	12	2	10	11	1	10
41	29	10	19	6	3	6	17	7	10	2		2
55	52	17	35	13	5	8	27	9	18	10	8	7
29	27	8	19	6	4	2	8	2	6	6	1	5
38	37	8	29	7	2	5	13	4	9	15	1	14
44	36	13	23	7	6	1	17	2	15	12	5	7
14	9	1	8	6	1	5	3		3			
56	42	21	21	11	8	3	21	9	12	10	4	6
50	41	16	25	14	11	3	18	3	15	8	1	7
88	88	26	62	21	13	8	33	6	27	31	6	25
16	16	1	15	2		2	13	1	12			
40	32	3	29	6		6	17		17	7	2	5
69	68	9	59	11	3	8	43	5	38	10		10
33	33	11	22	4	2	2	19	8	11	6	1	5
45	50	11	39	15	6	9	23	3	20	10		10
99	93	28	65	21	11	10	59	15	44	11	2	9
59	58	13	45	6	1	5	28	5	23	28	6	17
44	42	5	37	7	3	4	29	2	27	5		5
73	56	22	34	24	12	12	24	8	16	8	2	6
36	32	8	24	3	3		20	4	16	9	1	8
65	56	19	37	26	9	17	23	7	16		3	2
36	24	18	6	7	4	3	12	10	2	5	4	1
58	58	11	47	35	7	28	19	8	16	2		2
21	20	10	10	2	2		8	5	3	9	2	7
64	46	12	34	16	2	14	16	5	11	14	5	9
58	35	12	23	5	1	4	17	5	12	11	5	6

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TABLE VII.—Teachers Employed, etc.

## Sec. B.—Negro Teachers (Totals and County Certificates)

1901—1902. Counties.	Number of Posi- tions filled by Negroes	Total Negro Teachers Employed			County Certificates Held							
					First Grade			Second Grade				
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
The State..	854	670	276	394	54	34	20	301	122	179	300	
Alachua....	87	45	21	24	2	2		20	9	11	28	
Baker.....	4	4	2	2	1		1	2	1	1	1	
Bradford....	10	6	5	1				6	5	1		
Brevard....	11	11	5	6	2	2		7	2	5	1	
Calhoun....	9	6	6					6	6			
Citrus.....	6	3	2	1				1	1			
Clay.....	11	9	3	6	5	1	1	4	2	2		
Columbia....	34	24	15	9	3	3		12	4	8	8	
Dade.....	12	12	6	6	1	1		8	3	5		
DeSoto.....	2	2	2									
Duval.....	72	72	18	59	7	2	5	41	6	35	28	
Escambia....	28	21	8	13				11	4	7		
Franklin....	6	6	2	4				4	2	2		
Gadsden....	37	22	10	12	1	1		7	2	5	1	
Hamilton....	16	13	5	8				3	1	2	10	
Hernando....	5	3	2	1				1		1		
Hillsboro....	24	24	5	19				11	3	8	12	
Holmes....	4	3	1	2				1	1			
Jackson....	41	28	23	5	1	1		12	10	2	1	
Jefferson....	37	37	21	16				6	3	3	3	
Lafayette....												
Lake.....	16	10	5	5				7	5	2		
Lee.....	1	1		1				1		1		
Leon.....	48	45	14	34	1	1		9	2	7	30	
Levy.....	12	9	5	4	3	2	1	5	3	2		
Liberty....	4	2	2		2	2						
Madison....	32	16	11	5	3	1	2	2	11	1	1	
Manatee....	4	4		4				4		4		
Marion....	58	55	12	46	4	3	1	20	6	14	3	
Monroe....	9	9	2	7	1	1		4	1	3		
Nassau....	24	17	4	13	2	1	1	7	1	6		
Orange....	26	23	7	16	2	1	1	9	3	6	12	
Osceola....	3	2	1	1				2	1	1		
Pasco.....	4	2	2					2	2			
Polk.....	12	10	4	6	1	1		5	3	2		
Putnam....	23	22	9	13	3	2	1	9	3	6	10	
St. Johns....	12	12	5	7	2	2		4	1	3		
Santa Rosa	8	5	2	3	1		1	3	2	1		
Sumter....	13	9	6	3	1		1	7	5	2		
Suwannee....	25	20	9	11	1	1		12	6	6		
Taylor....	1	1	1					1	1			
Volusia....	21	16	6	10	4	3	1	10	3	7		
Wakulla....	10	5	3	2								
Walton....	10	9	4	5				9	4	5		
Washington	12	8	5	4				6	4	2		

TABLE VII.—Teachers Employed, etc.

Sec. C.—Total Positions Filled, Total Teachers Employed and Distribution of State, Life, and Temporary Certificates.

Counties. 1901—1902.	Total No. Positions filled.	Total No Teachers Employed.	Other Certificates.														
			White.									Negro.					
			Life	State	Primary life	Aged Teachers	Temporary	Aged Teachers	Temporary	Aged Teachers	Temporary						
M	F	M	F	F	M	F	Both	M	F	M	F	Both	M	F			
The State.....	3,256	2,799	4	1	5	6	11	3	5	42	12	30	2	1	6	2	4
Alachua.....	217	153				1			1								
Baker.....	43	35				1				3	3						
Bradford.....	67	59								2		2					
Brevard.....	60	53								3	1	2			1	1	
Calhoun.....	35	23															
Citrus.....	33	29															
Clay.....	52	36															
Columbia.....	99	75													1	1	
Dade.....	45	51								3		3					
DeSoto.....	75	67			1												
Duval.....	178	180	1				5	3						1			
Escambia.....	112	100					4	1					2				
Franklin.....	19	19															
Gadsden.....	79	60															
Hamilton.....	65	56															
Hernando.....	29	26								1		1					
Hillsborough.....	175	165			1					3	1	2			1		1
Holmes.....	53	50			1					1	1				1		1
Jackson.....	122	92													1		1
Jefferson.....	69	68								1	1						
Lafayette.....	41	29								1		1					
Lake.....	71	62		1					1								
Lee.....	30	28								7	1	6					
Leon.....	86	85				1	1										
Levy.....	56	45															
Liberty.....	18	11															
Madison.....	88	58															
Manatee.....	54	45	1														
Marion.....	146	146	1			1	1										
Monroe.....	25	25								1		1					
Nassau.....	64	49								2	1	1					
Orange.....	95	91			1					3		3					
Osceola.....	36	35				1				3		3					
Pasco.....	49	52					1			1	1						
Polk.....	111	103				1				1		1					
Putnam.....	92	80	1														
St. Johns.....	56	54								1		1			1		1
Santa Rosa.....	81	61															
Sumter.....	49	41															
Suwannee.....	90	76				1				1		1					
Taylor.....	37	25															
Volusia.....	79	74			1					1		1					
Wakulla.....	31	25								1	1						
Walton.....	74	55															
Washington.....	70	44								2	1	1					

TABLE VIII.—Showing Result of Uniform Examinations, September 1901, and June 1902.

1901—1902. Counties.	Number of Examinees	No. Fail- ing to Pass.		No. and Grades of Certificates Issued To Whites									To Colored		
		White	Negroes	1st Grade		2d Grade		3d Grade		1st Grade		2d Grade		3d Grade	
				Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The State.	1,546	217	323	95	130	110	322	81	246	6		42	53	81	11
Alachua...	100	19	23	4	7	5	8	3	19			1		7	
Baker.....	23	1	2	1		8	4	3	2					1	
Bradford...	35	9		1	5	3	5	4	6						
Brevard....	28	7	1	2	4		5	2	7				2		
Calhoun...	13	6		1			2	2	2						
Citrus.....	11	1			2	1	3	1	2						
Clay.....	16	2	3	1	3	2	3		1			1			
Columbia...	71	8	11	6	4		7	2	10			5	3	3	
Dade.....	40	5	11	1	1	1	7	1	3	2		2		1	
DeSoto...	41	9	3	3	1	3	7	7	8						
Duval.....	123	1	19	2	3	1	24		15	1		4	22	8	22
Escambia...	70	1	27	3	1	2	26		7			1		1	16
Franklin...	17	2	2				5		5						
Gadsden...	48	7	13	2	1	4	3	2	5	1		1	1	4	4
Hamilton...	51	3	6	5	1	4	4	2	3			2	1	3	7
Hernando...	16	1	1	1	3	2	4		3					1	
Hillsboro...	114	5	9	2	15	7	37	5	14			2	4	2	15
Holmes...	43	2	1	10	1	10	9	3	4			1	1		
Jackson...	62	3	10	2	2	6	10	2	8			4		14	
Jefferson...	70	6	26		2	2	7	2	3			4	1	13	
Lafayette...	14	0		1	1	1	1								
Lake.....	31	4	5	3	5	2	4	2	4					1	
Lee.....	20	3				1	8	1	7						
Leon.....	99	7	4	5	11	7	11	4	5			2	2		
Levy.....	19	4	3			1	5	4						1	
Liberty....	16	3	2	1		2	2					3	1		
Madison...	37	6	13	2	1	2	1	4	6						
Manatee...	31	11		3	1	2	8	3	3						
Marion....	113	5	28	4	2	2	7	2	14				6		
Monroe....	10	1	2				2		3						
Nassau...	36	6	8	2	3		1	4	3			1	2		
Orange....	42	4	9	1	3		15		10						
Osceola...	22	3	2	2	3	2	4	2	4						
Pasco.....	14				4	1	7		2						
Polk.....	40	3	1	8	2	8	16	1	4						
Putnam...	52	6	5	4	3	6	10	3	9	1		1	3		
St. Johns...	37	4	10		4		7		7				1		
Santa Rosa	15	3	2	1	2	1	4		1						
Sumter...	25	7	1		1	2	4		6			2			
Suwannee...	33	2	10	2	3	2	3	1	1			2			
Taylor...	13	3		3		2	1	3	1						
Volusia...	52	4	7	1	10	4	12		8	1		1			
Wakulla...	10	1	1	1		2	1	2	2						
Walton...	24	4	3	1	3	2	3	3	5						
Washington	30	6	5			2	2	2	3						

**TABLE IX.—Showing Highest and Lowest Monthly Salaries Paid.**

1901—1902. Counties.	Highest				Lowest			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State.	\$150 00	\$90 00	\$100 00	\$50 00	\$15 00	\$15 00	\$15 00	\$12 50
Alachua...	125 00	75 00	75 00	25 00	25 00	25 00	25 00	25 00
Baker.....	50 00	30 00	30 00	30 00	20 00	20 00	20 00	20 00
Bradford...	90 00	50 00	35 00	20 00	25 00	25 00	20 00	20 00
Brevard...	77 80	65 00	40 00	30 00	25 00	15 00	20 00	25 00
Calhoun...	35 00	35 00	20 00	...	30 00	25 00	20 00	...
Citrus.....	60 00	45 00	20 00	20 00	30 00	25 00	20 00	20 00
Clay.....	70 00	50 00	41 40	41 40	15 00	18 00	18 50	20 00
Columbia...	80 00	40 00	40 00	30 00	25 00	25 00	20 00	20 00
Dade.....	85 00	75 00	50 00	40 00	40 00	40 00	40 00	40 00
DeSoto....	125 00	55 00	30 00	...	25 00	25 00	30 00	...
Duval.....	150 00	90 00	100 00	50 00	30 00	20 00	30 00	30 00
Escambia...	125 00	50 00	50 00	45 00	30 00	25 00	25 00	30 00
Franklin...	75 00	50 00	40 00	20 00	25 00	20 00	35 00	20 00
Gadsden...	90 00	50 00	20 00	22 00	20 00	15 00	18 00	15 00
Hamilton...	100 00	60 00	25 00	17 50	15 00	15 00	15 00	15 00
Hernando...	75 00	10 00	40 00	40 00	30 00	30 00	20 00	20 00
Hillsboro...	150 00	85 00	55 00	45 00	30 00	25 00	25 00	25 00
Holmes...	65 00	40 00	22 50	20 00	20 00	20 00	22 50	20 00
Jackson...	100 00	37 50	40 00	20 00	22 50	22 50	17 50	17 50
Jefferson...	100 00	50 00	30 00	20 00	20 00	20 00	12 50	12 50
Lafayette...	25 00	25 00	...	...	15 00	15 00	...	...
Lake.....	80 00	70 00	40 00	30 00	25 00	25 00	20 00	18 00
Lee.....	75 00	50 00	...	35 00	25 00	15 00	...	35 00
Leon.....	85 00	50 00	50 00	30 00	25 00	25 00	15 00	15 00
Levy.....	65 00	50 00	40 00	25 00	25 00	20 00	20 00	20 00
Liberty....	25 00	25 00	21 00	...	25 00	21 00	21 00	...
Madison...	100 00	35 00	35 00	35 00	25 00	25 00	25 00	25 00
Manatee...	87 50	45 00	...	30 00	25 00	25 00	...	20 00
Marion....	120 00	65 00	75 00	35 00	25 00	25 00	25 00	20 00
Monroe....	125 00	88 75	70 00	40 00	125 00	35 00	60 00	30 00
Nassau....	100 00	50 00	75 00	45 00	30 00	20 00	20 00	20 00
Orange....	100 00	50 00	50 00	25 00	25 00	15 00	18 00	18 00
Osceola....	90 00	45 00	35 00	25 00	25 00	25 00	20 00	25 00
Pasco.....	60 00	50 00	35 00	...	35 00	30 00	35 00	...
Polk.....	120 00	75 00	55 00	40 00	27 50	20 00	20 00	25 00
Putnam...	125 00	60 00	60 00	35 00	30 00	30 00	25 00	25 00
St. Johns...	100 00	55 00	50 00	30 00	20 00	20 00	20 00	20 00
Santa Rosa...	75 00	45 00	35 00	30 00	20 00	20 00	20 00	20 00
Sumter....	45 00	40 00	35 00	35 00	25 00	25 00	25 00	25 00
Suwannee...	100 00	50 00	35 00	27 50	20 00	20 00	20 00	20 00
Taylor....	85 00	35 00	30 00	...	25 00	25 00	30 00	...
Volusia...	100 00	50 00	50 00	35 00	35 00	30 00	32 00	27 00
Walufulla...	40 00	25 00	17 50	17 50	25 00	20 00	17 50	17 50
Walton....	60 00	50 00	25 00	30 00	20 00	20 00	18 75	18 75
Washington...	80 00	40 00	30 00	27 50	20 00	20 00	20 00	20 00



TABLE X.—Showing Average Monthly Salaries Paid Teachers.

1901—1902. Counties.	Average Monthly Salary Paid				
	Both Races	Whites		Negroes	
		Male	Female	Male	Female
The State .....	\$85 57	\$44 49	\$35 44	\$29 89	\$26 78
Alachua.....	35 86	51 74	38 75	30 84	27 02
Baker.....	25 61	25 78	24 00	24 88	28 00
Bradford.....	34 80	48 88	31 00	27 50	20 00
Brevard.....	34 54	51 30	27 46	31 81	28 90
Calhoun.....	27 32	39 00	28 44	20 00	...
Citrus.....	31 08	41 15	33 11	17 50	20 00
Clay.....	27 43	37 56	28 10	30 43	28 78
Columbia.....	30 99	39 38	30 64	25 20	28 42
Dade.....	44 67	50 36	44 63	43 89	40 00
DeSoto.....	36 57	42 18	37 52	30 00	...
Duval.....	42 88	95 50	44 12	45 64	31 47
Escambia.....	42 24	52 62	39 80	42 00	36 00
Franklin.....	42 28	55 70	38 52	37 50	20 00
Gadsden.....	26 94	38 92	29 90	20 06	18 17
Hamilton.....	23 45	35 42	25 62	18 18	16 14
Hernando.....	36 48	52 81	34 16	22 3	30 00
Hillsborough.....	44 60	54 60	42 60	38 33	32 32
Holmes.....	27 20	29 64	24 71	22 50	20 00
Jackson.....	28 76	17 77	29 20	20 60	19 64
Jefferson.....	28 84	55 95	31 90	19 14	16 41
Lafayette.....	21 73	21 52	21 66	...	23 75
Lake.....	35 86	44 04	34 86	30 46	35 00
Lee.....	30 00	46 63	35 64	...	19 20
Leon.....	30 20	49 20	38 28	24 96	23 96
Levy.....	34 50	45 70	31 08	27 26	...
Liberty.....	23 25	25 00	23 81	21 00	29 17
Madison.....	32 60	39 45	29 66	25 62	25 00
Manatee.....	37 54	44 80	34 06	...	27 58
Marion.....	36 12	48 52	35 77	40 28	32 84
Monroe .....	45 63	125 00	43 85	65 00	26 17
Nassau.....	32 03	59 54	30 85	39 56	22 30
Orange.....	35 50	55 27	35 95	33 54	25 00
Osceola.....	37 40	44 32	33 71	30 00	...
Pasco.....	37 24	43 24	39 66	35 00	33 44
Polk.....	42 75	52 50	40 14	39 40	28 71
Putnam.....	34 77	42 69	35 54	32 14	24 40
St. Johns.....	30 17	44 60	28 96	32 22	24 48
Santa Rosa.....	31 13	32 12	31 22	30 00	28 47
Sumter.....	31 69	38 71	30 84	29 44	23 75
Suwannee.....	32 56	36 08	34 43	27 50	...
Taylor.....	82 72	33 32	30 16	30 00	32 12
Volusia.....	41 82	58 40	40 00	39 06	17 50
Wakulla.....	23 30	28 50	25 22	17 50	24 38
Walton.....	27 82	30 50	27 68	22 95	24 16
Washington.....	28 50	28 00	26 42	25 82	...

TABLE XI.—Showing Aggregate Salaries Paid Teachers.

—1902. Cities	Total	White		Negroes	
		Male	Female	Male	Female
State.	\$569,733 33	\$150,473 58	\$309,756 13	\$49,585 07	\$59,920 00
Albany...	35,865 37	9,489 25	16,727 25	4,680 11	4,768 75
Albany...	3,742 00	2,306 00	1,111 00	185 00	140 00
Albany...	9,855 25	3,280 00	5,575 25	880 00	120 00
Albany...	10,716 37	2,360 00	8,910 12	881 27	565 00
Albany...	3,700 50	1,065 75	1,898 75	716 00	
Albany...	6,615 50	1,728 50	4,337 00	350 00	200 00
Albany...	5,311 85	961 85	3,392 10	458 50	561 40
Albany...	13,158 50	3,831 50	5,775 00	2,440 00	1,110 00
Albany...	13,988 25	1,919 00	8,947 75	1,571 50	1,548 00
Albany...	15,168 62	7,750 00	7,178 62	240 00	
Albany...	50,512 00	5,205 00	30,864 50	3,500 00	10,882 50
Albany...	26,176 00	3,695 95	17,401 15	1,977 40	3,101 50
Albany...	4,859 75	1,818 75	2,311 00	450 00	480 00
Albany...	9,215 00	2,413 00	3,946 00	1,384 00	1,472 00
Albany...	6,575 49	2,190 00	3,420 49	400 00	565 00
Albany...	6,464 00	1,690 00	4,244 00	290 00	240 00
Albany...	42,649 75	12,018 75	25,943 50	862 50	2,925 00
Albany...	6,024 63	3,592 13	2,132 50	180 00	120 00
Albany...	14,821 09	5,887 49	5,778 49	2,815 61	539 50
Albany...	9,711 75	2,405 00	4,648 75	1,608 00	1,050 00
Albany...	2,244 75	412 00	1,832 75		
Albany...	14,461 61	4,733 12	7,647 87	1,121 12	959 50
Albany...	6,325 00	2,285 00	3,795 00		245 00
Albany...	13,012 00	2,315 00	5,275 00	1,947 00	3,475 00
Albany...	9,272 25	3,762 50	4,149 75	785 00	575 00
Albany...	1,622 00	10 00	1,207 00	315 00	
Albany...	9,323 75	4,201 50	3,151 75	1,270 50	700 00
Albany...	9,373 75	4,288 75	4,672 50		412 50
Albany...	28,820 50	7,594 50	12,298 25	2,295 00	6,922 75
Albany...	9,400 00	1,000 00	5,520 00	1,040 00	1,840 00
Albany...	8,842 50	917 50	4,636 75	1,163 00	2,125 25
Albany...	19,057 95	3,040 00	12,466 25	1,408 00	2,143 70
Albany...	6,712 50	3,080 50	3,282 00	270 00	100 00
Albany...	9,094 25	2,237 50	6,296 75	560 00	
Albany...	24,922 50	7,867 50	14,722 50	1,145 00	1,337 50
Albany...	19,216 25	3,882 50	10,405 00	2,472 50	2,656 25
Albany...	10,486 75	1,457 00	6,780 75	1,160 00	1,009 00
Albany...	9,524 62	3,141 37	5,557 25	471 00	855 00
Albany...	7,404 00	1,519 50	4,047 00	1,325 00	512 50
Albany...	12,622 49	3,337 50	6,744 99	1,400 00	1,140 00
Albany...	4,843 75	3,984 75	748 00	111 00	
Albany...	19,691 07	4,178 00	11,791 00	1,826 87	1,895 20
Albany...	3,305 00	1,411 50	1,088 50	490 00	315 00
Albany...	8,158 75	2,189 75	5,070 00	461 20	432 80
Albany...	7,064 67	1,888 37	3,976 30	620 00	580 00

**TABLE XII.—Showing (1)—Average Age of Teachers.  
(2)—Average Number of Months' Experience in Teaching.**

1901—1902. Counties.	All Teachers	Average Age.				Av'ge Months Taught				
		White		Negro		All Teachers	White		Negro	
		Male	Female	Male	Female		Male	Female	Male	Female
The State.	29	30	26	32	27	42	45	32	65	39
Alachua...	27	27	25	29	28	40	35	35	55	48
Baker...	23	23	23	23	27	18	22	22	47	102
Bradford..	24	23	23	28	27	23	33	17	32	76
Brevard...	28	33	26	30	27	33	50	25	75	32
Calhoun...	27	28	23	30	27	30	34	25	57	...
Citrus.....	26	26	25	29	23	37	35	25	4	11
Clay... ..	24	26	24	41	21	26	27	37	30	13
Columbia..	26	27	24	30	28	33	3	20	4	56
Dade.....	27	25	25	32	29	37	6	29	61	31
DeSoto....	28	28	26	30	27	3	36	28	48	..
Duval... ..	30	38	29	38	27	6	12	53	107	45
Escambia..	31	42	28	34	31	63	121	46	123	72
Franklin...	27	35	23	35	24	36	49	26	77	23
Gadsden...	27	27	25	35	25	34	23	30	70	23
Hamilton..	24	24	22	35	23	28	30	21	6	23
Hernando..	24	25	24	30	19	28	3	27	41	13
Hillsboro	29	32	27	29	29	44	46	42	51	38
Holmes....	24	27	20	23	22	16	22	9	39	4
Jackson...	27	28	20	26	23	35	38	20	61	16
Jefferson..	28	35	27	29	23	32	70	38	28	12
Lafayette..	23	23	23	...	...	17	14	19	...	...
Lake.....	28	31	25	35	29	46	45	31	112	77
Lee.....	27	29	27	...	23	30	25	30	...	74
Leon.....	29	34	25	37	29	39	60	28	80	26
Levy.....	26	30	23	28	26	43	58	22	72	76
Liberty....	25	33	23	30	...	42	158	28	40	..
Madison...	26	28	22	29	31	39	59	22	31	48
Manatee ..	26	33	22	...	26	31	55	14	...	40
Marion....	26	31	24	35	25	33	38	25	58	34
Monroe...	31	39	32	33	25	61	104	69	104	44
Nassau ...	26	47	23	35	26	39	107	26	93	37
Orange....	30	42	28	34	27	53	126	45	96	35
Osceola...	29	36	24	35	27	50	93	28	80	0
Pasco.....	26	33	24	33	...	21	31	16	58	...
Polk.....	29	33	27	31	29	31	42	23	82	37
Putnam...	28	29	24	33	28	44	26	19	83	50
St. Johns.	29	44	28	29	24	53	138	44	57	33
Santa Rosa	26	29	24	34	23	43	44	41	92	27
Sumter....	29	29	28	31	31	44	31	38	72	72
Suwannee.	27	30	25	32	25	48	52	34	86	44
Taylor....	26	27	22	29	...	24	26	17	...	...
Volusia....	28	30	27	29	29	44	47	38	73	51
Wakulla...	30	32	28	33	22	51	75	12	63	28
Walton....	24	26	22	28	26	26	21	20	61	44
Washington	28	33	25	27	26	...	46	25	72	...

**TABLE XIII.—Showing Number and Kinds of Public School Buildings and Number of Rooms.**

1901—1902 Counties.	Public School Buildings									Number of Rooms			
	Whole Number	Log			Frame			Brick			Total	White	Negro
		Total	White	Negro	Total	White	Negro	Total	White	Negro			
The State.	2,836	207	173	34	2,112	1,602	510	17	16	3,233	2,281	42	
Alachua...	107				104	65	41	3	3	174	104	70	
Baker.....	44	9	9		35	31	4			46	42	4	
Brauford...	53	2	2		51	41	10			69	59	10	
Brevard...	46	3	2	1	43	40	3			54	50	4	
Calhoun...	33	10	4	6	23	19	4			37	27	10	
Citrus.....	27				27	21	6			34	28	6	
Clay.....	46	4	3	1	42	37	5			55	46	9	
Columbia...	87	1	1		86	55	31			100	61	34	
Dade.....	31	1	1		30	23	7			46	35	11	
DeSoto....	58				58	56	2			78	75	3	
Duval.....	69				68	38	30	1	1	158	88	69	
Escambia...	69	2	1	1	67	49	18			113	86	27	
Franklin...	6				6	5	1			18	14	4	
Gadsden...	73	5	1	4	67	35	32	1	1	79	42	37	
Hamilton...	58	5	3	2	52	38	14	1	1	79	63	16	
Hernando...	21				21	17	4			31	25	6	
Hillsboro	71				61	53	16	2	2	97	74	23	
Holmes....	47	15	13	2	32	30	2			54	5	4	
Jackson...	66	9	6	3	57	45	12			90	70	20	
Jefferson...	58	3	2	1	54	22	32	1	1	72	31	36	
Lafayette...	39	21	21		18	18				39	39		
Lake.....	59				58	43	15	1	1	77	61	16	
Lee.....	22				22	21	1			26	25	1	
Leon.....	50				49	28	21	1	1	63	36	27	
Levy.....	51	1	1		51	36	12			60	47	13	
Liberty....	13				13	10	3			14	11	3	
Madison...	51	4	4		47	45	2			56	53	3	
Manatee...	81	28	28		53	49	4			2	19	4	
Marion....	110	2		2	108	65	43			159	96	63	
Monroe....	7				7	5	2			26	17	9	
Nassau....	48	1	1		46	36	10	1	1	60	45	15	
Orange....	65	8	8		55	41	14	2	2	73	48	25	
Osceola....	23	6	6		17	17				30	30		
Pasco.....	40	3	3		37	37				48	48		
Polk.....	72				70	66	4	2	2	108	98	10	
Putnam...	72				72	46	26			98	62	36	
St. Johns	30				29	25	4	1	1	50	38	12	
Santa Rosa	76	7	5	2	69	62	7			89	76	13	
Sumter...	34				34	28	6			47	40	7	
Suwannee.	76	3		3	73	52	21			89	63	26	
Taylor...	36	17	17		19	18	1			37	36	1	
Volusia....	51				51	36	15			88	65	23	
Wakulla...	28	2		2	26	18	8			32	22	10	
Walton....	65	19	16	3	46	39	7			74	64	10	
Washington	67	16	15	1	51	41	10			73	61	12	

TABLE XIV.—Patent Desks and Blackboards used in Public Schools.

Counties.	Patent Desks Used in County Schools							Sqr. Yds Go		
	Number	Single.			Double			Blackboards		
		Total	White	Negro	Total	White	Negro	Total	White	Negro
1901—1902.										
The State...	29,994	8,843	7,396	11,227	21,775	19,818	4,157	32,978	25,509	7,469
Alachua....	2,683	762	690	72	1,821	1,183	738	3,576	3,134	442
Baker.....	75				75	75		142	130	12
Bradford..	500	200	200		300	300		409	380	29
Brevard....	781	361	350	14	417	360	57	545	484	61
Calhoun...								345	303	42
Citrus.....	438				438	388	50	365	304	61
Clay.....	171	40	40		13	89	42	864	657	207
Columbia..	297	211	211		86	86		708	580	128
Dade.....	1,126	1,087	868	219	39	39		608	449	157
DeSoto....	45	4	4		375	75		736	718	18
Duval.....	1,333	233	233		2,900	1,549	1,351	3,150	1,586	1,564
Escambia...	2,111	252	24	12	2,163	1,811	349	1,283	979	304
Franklin...	193	10	10		183	183		210	185	25
Gadsden...								188	188	
Hamilton...	249				249	249		740	698	47
Hernando...	312	55	55		257	257		545	462	83
Hillsborough	1,431	100	100		1,331	1,331		990	914	76
Holmes.....	44	2	2		42	42		310	292	18
Jackson....	141				141	141		1,016	746	270
Jefferson...	537	36	36		501	379	122	464	326	138
Lafayette...	28	2	2		24	24		178	178	
Lake.....	524	98	98		426	426		908	866	42
Lee.....	439	365	365		64	64		206	204	2
Leon.....	576	260		260	316	300	116	572	27	301
Levy.....	74				74	74		680	578	107
Liberty....	90	90	90					78	58	20
Madison...	843	150	150		743	643	100	777	477	300
Manatee....	694	16	16		646	646		547	537	10
Marion....	2,019	64	64		1,955	1,404	551	1,596	1,085	511
Monroe....	608	5	4	1	601	412	189	169	103	66
Nassau....	217	1		1	216	216		348	216	130
Orange....	1,224	635	614	21	589	514	75	767	644	123
Osceola....	216				216	216		157	157	
Pasco.....	359	45	45		314	314		278	278	
Polk.....	1,028	526	526		502	502		644	610	34
Putnam...	742	604	350	254	138	122	16	1,217	857	360
St. Johns..	1,012	969	874	95	43	43		839	652	187
Santa Rosa.	629				629	629		879	779	100
Sumter....	788	46	46		742	596	146	1,190	910	280
Suwannee...	211	21	21		179	179		820	581	239
Taylor....	30				30	30		182	180	2
Volusia....	2,090	1,331	1,054	277	759	504	255	1,627	885	742
Wakulla....								376	282	94
Walton....								406	353	53
Washington	20				20	20		343	281	62

TABLE XV.—Value of School Property.

Sec. A.—(1) Total Value of Public School Property; (2) Real Estate Not Owned by County Boards.

1901-1902 Counties.	Total value of all School Property.	Real Estate Not Owned by County Boards.					
		Lots.			Buildings.		
		Total	White	Negro	Total	White	Negro
The State.	\$1,066,904	\$17,896	\$13,540	\$4,356	\$111,602	\$88,000	\$23,602
Alachua...	97,742						
Baker.....	5,285	115	105	10	1,200	1,050	150
Bradford...	16,772						
Brevard...	30,317						
Calhoun...	2,695	55	26	29	512	325	177
Citrus.....	15,012	45		45	250		250
Clay.....	11,957	160	135	25	1,300	1,000	300
Columbia...	16,811	10	5	5	6	50	10
Dade.....	33,422	45	45		415	135	280
DeSoto....	22,847	120	70	50	700	550	150
Duval.....	138,120	720	400	320	1,675	760	975
Escambia...	79,015	570	80	490	3,275	1,100	2,175
Franklin...	13,167						
Gadsden...	12,171	846	393	453	11,120	7,400	3,720
Hamilton...	10,470	865	760	105	7,100	5,995	1,105
Hernando...	9,137						
Hillsboro...	66,217	4,365	4,155	210	18,745	18,100	645
Holmes....	2,647	311	295	16	1,605	1,510	95
Jackson...	10,714	963	903	60	4,610	3,855	755
Jefferson...	14,160	675	530	145	6,180	3,600	2,580
Lafayette...	1,968	1	1		10	10	
Lake.....	17,983	755	740	15	10,050	9,750	300
Lee.....	11,020	245	95	150	700	600	100
Leon.....	22,764						
Levy.....	10,741	17	12	5	395	330	65
Liberty....	2,751	15	15		115	115	
Madison...	15,200	60	20	40	525	275	250
Manatee...	16,789	995	975	20	5,110	5,025	85
Marion....	51,000	115	75	40	1,300	900	400
Monroe....	15,200	2,000	1,600	1,000	5,500	4,000	1,500
Nassau....	18,005	65	30	35	620	350	270
Orange....	43,166	310	240	70	1,350	1,005	345
Osceola...	8,590	25	25		195	195	
Pasco.....	14,523	180	180		2,000	2,000	
Polk.....	36,541	5	5		20	20	
Putnam...	16,388	960	335	625	6,130	3,005	3,125
St. Johns...	20,867	20	20		400	400	
Santa Rosa	27,610	1,175	1,000	175	6,400	5,400	1,000
Sumter...	5,725				150	150	
Suwannee...	14,991	135	85	50	810	550	260
Taylor....	2,591	17	92	5	730	630	100
Volusia....	55,655	70	20	50	750	250	500
Wakulla...	3,921				875	400	475
Walton....	6,271	366	328	38	5,080	4,520	560
Washington	11,475	420	350	70	8,650	2,750	900

**TABLE XV.—Value of School Property.**  
**Sec. B.—Real Estate Owned by County Boards.**

1901-1902 Counties.	Total Value	Lots			Buildings		
		Total	White	Negro	Total	White	Negro
The State	\$788,861	\$137,379	\$108,087	\$29,292	\$648,482	\$556,754	\$89,728
Alachua...	82,165	8,915	7,685	1,230	73,250	58,585	14,665
Baker.....	2,763	148	138	10	2,615	2,465	150
Bradford...	12,810	1,015	960	55	11,795	10,895	900
Brevard...	22,445	4,495	4,020	475	17,950	16,900	1,050
Calhoun...	1,633	153	148	5	1,480	1,405	75
Citrus.....	12,980	655	520	135	12,325	11,575	750
Clay.....	9,180	800	690	110	8,360	6,260	2,100
Columbia...	14,982	4,060	3,415	645	10,822	9,880	942
Dade.....	27,410	10,735	10,235	500	16,675	14,675	2,000
DeSoto....	19,005	2,580	2,530	50	16,425	16,200	225
Duval.....	118,510	22,560	14,775	7,785	95,980	76,125	19,855
Escambia...	61,145	16,025	12,350	3,675	45,120	40,945	4,175
Franklin...	12,150	3,000	2,500	500	9,150	7,650	1,500
Gadsden...	205	5	5		200	200	
Hamilton...	1,620	145	145		1,475	1,175	300
Hernando...	7,275	445	390	55	6,830	6,385	445
Hillsboro...	35,600	7,440	4,815	2,625	28,160	26,390	1,770
Holmes...	170	40	40		130	130	
Jackson...	3,345	270	210	60	3,075	2,825	250
Jefferson...	5,615	665	245	420	4,950	3,850	1,100
Lafayette...	1,456	101	101		1,355	1,355	
Lake.....	5,040	225	205	20	4,815	4,365	450
Lee.....	8,445	1,745	1,745		6,700	6,700	
Leon.....	20,302	3,520	2,328	1,192	16,780	12,045	4,735
Levy.....	8,888	468	368	100	8,370	7,430	940
Liberty....	2,225	80	80		2,145	2,145	
Madison...	11,943	1,518	1,008	510	10,425	9,735	700
Manatee...	8,495	1,625	1,625		6,870	6,870	
Marion....	39,640	4,865	3,370	1,495	34,775	25,175	9,600
Monroe....	7,700	3,500	1,500	2,000	4,200	4,200	
Nassau...	15,528	2,828	1,980	848	12,700	9,090	3,610
Orange...	35,800	5,250	4,495	755	30,550	27,250	3,300
Osceola...	8,675	695	695		5,980	5,980	
Pasco.....	10,384	1,020	1,020		9,364	9,364	
Polk.....	29,505	6,130	5,825	305	23,375	22,045	1,330
Putnam...	7,191	2,285	2,210	75	4,906	3,975	931
St. Johns...	23,930	5,155	3,035	2,120	18,775	15,175	3,600
Santa Rosa	15,259	1,425	1,300	125	13,825	12,325	1,500
Sumter...	5,575				5,575	4,875	700
Suwannee...	12,290	1,435	1,305	130	10,855	9,870	985
Taylor....	1,505	195	195		1,310	1,310	
Volusia...	45,665	8,415	7,150	1,265	37,250	32,600	4,650
Wakulla...	2,916	101	101		2,815	2,370	445
Walton...	690	80	80		600	600	
Washington	5,955	555	540	15	5,400	5,100	300

TABLE XV —Value of School Property.

C.—Furniture and Apparatus Owned by County Boards.

—1902. Counties.	Total	Furniture			Apparatus		
		Total	White	Negro	Total	White	Negro
State.	\$ 53,545	\$114,477	\$ 97,060	\$ 17,417	\$39,068	\$33,724	\$ 5,347
Albany...	15,580	13,190	10,045	3,145	2,390	1,620	770
Albany...	1,207	659	602	57	548	503	45
Alford...	3,962	2,987	2,815	172	975	855	120
Alford...	7,870	3,770	3,300	470	4,100	3,337	763
Alford...	503	173	163	10	330	240	90
Alford...	1,738	1,308	1,158	150	430	410	20
Alford...	1,337	1,009	829	180	328	268	60
Alford...	1,859	1,412	1,332	280	247	236	11
Alford...	5,552	4,552	3,872	680	1,000	890	110
Alford...	3,020	2,085	2,035	50	935	935	
Alford...	15,185	10,450	6,965	3,485	4,735	3,945	790
Alford...	14,021	11,715	10,225	1,490	2,310	1,870	440
Alford...	1,017	947	747	200	70	50	20
Alford...	885	205	205		680	625	55
Alford...	1,860	1,195	1,185	10	665	663	2
Alford...	7,507	4,766	4,659	107	2,741	2,681	60
Alford...	556	381	381		195	195	
Alford...	1,796	841	781	60	955	715	240
Alford...	1,690	1,640	1,410	230	50	50	
Alford...	501	238	238		265	265	
Alford...	2,138	1,988	1,873	115	150	150	
Alford...	1,630	1,156	1,156		474	454	20
Alford...	2,462	1,786	849	937	676	415	261
Alford...	1,491	1,120	985	135	871	835	36
Alford...	396	275	275		121	84	37
Alford...	2,672	1,628	1,528	100	1,044	960	84
Alford...	2,189	1,592	1,592		597	597	
Alford...	9,945	7,945	6,525	1,420	2,000	1,890	110
Alford...	1,792	1,402	1,137	265	390	379	
Alford...	5,703	4,675	4,355	320	1,031	976	
Alford...	1,695	1,673	1,673		22	2	
Alford...	1,959	1,959	1,959				
Alford...	7,011	5,734	5,664	70	1,277	1,237	40
Alford...	2,107	1,907	1,130	777	200	200	
Alford...	5,017	3,643	3,043	600	1,374	1,184	190
Alford...	4,785	2,635	2,635		2,150	1,875	275
Alford...	1,756	1,434	1,212	222	322	282	40
Alford...	259	239	239		20	20	
Alford...	9,170	7,245	5,605	1,640	1,925	1,670	255
Alford...	130				130		130
Alford...	135	120	120		15	1	
Alford...	1,450	620	580	40	830	625	205



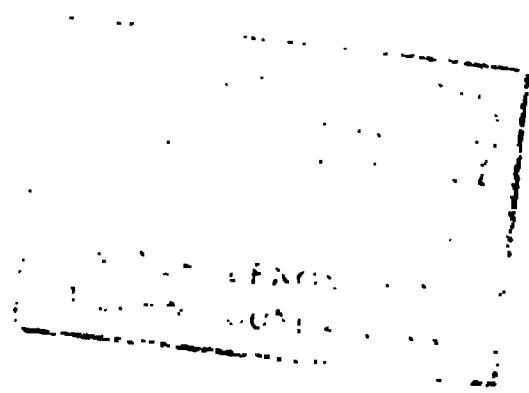
TABLE XVI.—Taxation for Schools in 1900.

Sec. A.—Total Assessed Valuation of All Property, Total School Taxes Paid. One Mill State Tax.

1901—1902. Counties.	Total Assessed Valuation of all Proper- ty 1901.	Total Amount of School Tax- es for 1901 Collected.	State One Mill Tax of 1900.			
			Amount Assessed.	Amount Collected.	Per Ct. Coll'd	Amount Ret'd to for each paid by it
The State	\$97,551,192	\$848,013 20	\$97,551 19	\$81,705 4	84	
Alachua...	3,874,489	30,918 31	3,874 49	3,749 51	97	1 51
Baker....	771,678	3,929 48	771 68	740 48	96	1 08
Bradford..	1,764,514	12,007 80	1,764 51	1,712 15	97	1 13
Brevard...	2,494,877	20,696 89	2,494 88	2,341 52	94	38
Calhoun...	787,375	5,273 89	787 37	767 20	97	79
Citrus....	1,221,024	9,699 01	1,221 02	1,188 46	97	48
Clay.....	1,125,854	7,681 63	1,125 85	1,094 08	97	87
Columbia	1,921,012	12,639 37	1,921 01	1,832 60	95	1 24
Dade.....	2,785,790	16,437 79	2,785 79	2,673 22	96	31
DeSoto...	2,949,858	17,102 37	2,949 86	2,539 00	86	68
Duval....	8,291,695	49,339 99	8,291 69	7,549 42	91	74
Escambia	5,214,222	25,996 01	5,214 22	4,906 99	94	67
Franklin...	988,414	5,400 90	989 41	856 08	86	67
Gadsden..	1,086,625	7,312 24	1,086 63	1,063 72	97	3 11
Hamilton.	1,382,147	8,969 90	1,382 15	1,318 31	95	1 04
Hernando.	1,000,753	8,324 94	1,000 75	947 79	95	66
Hillsboro	7,561,369	51,831 60	7,561 30	7,232 70	97	62
Holmes...	709,030	5,102 71	709 03	664 27	94	1 84
Jackson...	2,011,095	13,993 10	2,011 10	1,932 47	96	1 78
Jefferson..	1,599,961	12,039 34	1,599 96	1,575 43	98	1 86
Lafayette.	746,520	2,537 95	746 52	515 07	69	1 35
Lake.....	2,305,809	15,132 16	2,305 81	2,192 14	95	58
Lee.....	1,310,272	8,798 91	1,310 27	1,275 30	97	35
Leon.....	2,286,600	15,226 16	2,286 60	2,282 08	100	1 51
Levy.....	1,460,213	10,510 19	1,460 21	1,361 54	93	94
Liberty....	559,101	4,032 75	559 10	545 29	98	53
Madison..	1,710,828	10,991 93	1,710 83	1,691 66	99	13
Maurice...	1,344,855	13,927 18	1,344 85	1,202 56	89	76
Marion....	3,990,025	28,129 53	3,990 03	3,605 50	90	24
Monroe....	1,713,215	10,847 18	1,713 2	1,634 60	95	79
Nassau....	2,022,655	12,070 24	2,022 66	1,881 84	91	66
Orange....	3,608,151	25,250 62	3,608 15	3,444 12	94	57
Osceola...	1,363,185	8,146 03	1,363 19	1,286 67	94	54
Pasco.....	1,306,450	11,720 36	1,306 45	1,262 70	97	70
Polk.....	3,820,820	27,354 40	3,820 80	3,586 85	94	67
Putnam....	2,713,715	17,278 16	2,713 71	2,588 14	95	69
St. Johns.	2,662,629	14,387 36	2,662 63	2,517 79	95	46
Santa Rosa	1,909,965	10,956 56	1,909 97	1,843 90	97	06
Sumter...	1,412,090	12,388 28	1,412 09	1,293 51	92	77
Suwannee.	1,795,703	12,771 69	1,795 70	1,710 49	95	34
Taylor....	1,077,742	4,259 27	1,077 74	783 22	73	69
Volusia...	3,113,785	24,955 01	3,113 79	2,989 90	96	68
Walulla...	544,151	3,772 63	544 15	548 05	95	24
Walton...	1,563,592	7,852 62	1,563 59	1,472 11	94	70
Washington	1,576,319	8,058 70	1,576 32	1,464 92	93	99



PLATE 9—PUBLIC SCHOOL, PENSACOLA.



BLE XVI.—Taxation for Schools in 1901.  
Sec. B.—County Levy.

1902. SS.	County Levy of 1901.			
	No Mills Le- vied.	Amount Assessed.	Amount Collected.	Per Cent. Col- lected
.....		\$491,294 69	\$446,798 74	91
.....	5	19,372 45	19,087 87	99
.....	5	3,858 00	2,892 00	75
.....	5	8,822 55	7,725 15	87
.....	5	12,479 68	11,625 33	93
.....	5	3,936 87	3,716 52	94
.....	5	6,105 10	*6,617 55	108
.....	5	5,629 26	5,362 09	95
.....	5	9,605 05	8,256 11	86
.....	5	13,928 95	13,368 57	96
.....	5	14,749 29	12,156 16	82
.....	5	41,458 47	34,995 04	84
.....	5	26,071 11	19,370 02	74
.....	5	4,947 00	4,198 82	85
.....	5	5,433 12	5,294 52	97
.....	5	6,910 74	6,280 13	91
.....	5	5,008 77	4,649 80	93
.....	5	37,956 94	34,761 68	92
.....	5	3,545 15	3,389 03	96
.....	5	10,055 47	9,552 00	95
.....	4½	7,199 96	*9,403 91	131
.....	5	3,732 60	†1,562 88	42
.....	5	11,529 00	10,622 55	92
.....	5	6,551 36	6,554 15	100
.....	5	11,433 00	11,612 05	101
.....	5	7,310 00	6,637 65	91
.....	4½	2,516 50	2,256 85	90
.....	5	8,554 14	7,918 27	93
.....	7	9,416 25	9,058 42	96
.....	5	21,295 28	17,672 08	83
.....	5	8,566 05	*8,786 58	103
.....	5	10,113 27	8,617 91	81
.....	5	18,340 76	18,688 44	102
.....	5	6,815 95	6,159 86	90
.....	5	7,100 59	6,494 10	91
.....	5	19,104 10	18,046 13	94
.....	5	13,568 57	13,235 83	98
.....	5	13,437 29	11,143 57	83
.....	5	9,549 83	8,418 66	88
.....	5	7,060 00	*10,268 77	145
.....	5	8,978 81	8,298 06	93
.....	4½	4,561 45	3,368 95	74
.....	5	15,568 93	14,910 94	96
.....	5	2,720 74	2,654 58	98
.....	4½	7,039 39	5,161 22	72
.....	4	6,305 28	5,947 87	94

ss back taxes. †Incomplete.

**TABLE XVI.—Taxation for Schools in 1901.**  
**Sec. C.—Poll and Special District Taxes.**

1901—1902. Counties.	Poll Tax of 1901.			Special Dis- trict Taxes for 1901.	
	Number Assessed.	Amount Collected.	Percent.col.	No. of Dis- tricts.	Collections.
The State.....	66,982	\$38,783	58	226	\$68,776 01
Alachua.....	4 034	1,963	49	17	6,117 93
Baker.....	470	297	83		
Bradford.....	1,308	956	73	7	1,614 50
Brevard.....	1,059	557	53	3	6,173 04
Calhoun.....	877	546	62	1	244 17
Citrus.....	559	†378	68	12	*1,515 00
Clay.....	608	542	89	1	683 52
Columbia.....	2,794	940	34	5	1,600 66
Dade.....	790	396	50		
DeSoto.....	2,006	767	37	5	1,640 21
Duval.....	5,247	1,357	26	1	5,408 53
Escambia.....	5 383	1,719	32		
Franklin.....	679	346	51		
Gadsden.....	1,341	954	71		
Hamilton.....	1,416	683	48	2	688 46
Hernando.....	635	268	40	11	2,459 35
Hillsborough.....	2,469	4,254	172	11	5,483 22
Holmes.....	1,283	†978	76	1	71 41
Jackson.....	3,159	1,920	61	2	568 63
Jefferson.....	2,746	1,060	39		
Lafayette.....	676	460	68		
Lake.....	1,093	740	68	5	1,577 47
Lee.....	544	363	67	1	606 42
Leon.....	1 302	†1,332	102		
Levy.....	795	596	76	8	1,915 00
Liberty.....	384	335	86	5	895 61
Madison.....	2,149	1,382	64		
Manatee.....	818	683	83	33	2,983 20
Marion.....	3,207	1,795	56	10	5,056 85
Monroe.....	††3,000	†426	14		
Nassau.....	726	491	68	1	1,099 49
Orange.....	1,140	1,175	103	7	1,943 06
Osceola.....	502	381	76	2	318 50
Pasco.....	746	884	51	11	3,579 56
Polk.....	1,870	256	19	15	5,465 42
Putnam.....	1,048	963	94	3	471 19
St. Johns.....	854	726	85		
Santa Rosa.....	1,414	695	49		
Sumter.....	576	626	143		
Suwannee.....	1,383	995	72	4	1,768 14
Taylor.....	671	†107	16		
Volusia.....	566	†986	174	18	6,077 17
Wakulla.....	622	†600	97		
Walton.....	1,098	558	51	1	661 29
Washington.....	1,375	577	42	1	68 91

†Includes back taxes. \*Incomplete. ††Estimated.

TABLE XVII.—Showing Receipts and Sources of School Funds.  
Set. A.—Total Receipts and Certain Sources.

—1902. Districts.	Total Re- ceipts (exclud- ing borrowed money).	Cash on hand from last year.	County Levy		Poll Taxes	
			of 1901.	Back Taxes.	of 1901.	Back Taxes.
State..	\$908,402 70	\$101,452 11	\$446,708 74	\$78,191 24	\$38 783	\$11,171
hwa....	40,423 70	8,508 70	19,087 87	455 73	1,963	580
r.....	5 296 67	888 85	2,892 00	68 82	297	42
ford...	16,412 80	1,998 69	7,725 15	1,025 92	958	37
ard....	21,920 45	30 71	11,625 33	2,003 80	557	53
oun....	6,964 38		3,716 52	1,383 15	546	156
is.....	11,742 91	2,187 31	6 617 55	257 05	378	
.....	8,828 57	4 10	5,362 09	746 99	542	50
mbia..	17,293 11	171 02	8,256 11	2,078 82	940	180
.....	20,491 95	4,783 29	13,368 57	664 59	396	87
to....	22,758 21	4,024 99	12,156 16	1,401 21	767	284
l.....	78,230 19	14,115 33	34,995 04	12,305 02	1,857	189
mbia..	36,689 09	1,224 48	19,370 02	8,485 09	1,719	1,178
klin...	10,019 46	270 30	4,198 82	3,958 99	346	422
den....	14,984 69	4,152 09	5,294 52	23 49	954	2
iton...	11,445 99	1,292 59	6,280 13	359 52	683	85
ando..	11,687 94	2,775 34	4 649 80	478 87	268	52
boro :	78,105 72	14,841 04	34,761 68	8,218 48	4,254	2,704
es....	6,534 09	353 77	3,389 03	35 09	978	
son....	18,343 39	19 12	9,552 00	247 07	1,920	584
son....	14 690 12		9,403 91	102 71	1,060	7
ette..	5,737 12	314 62	1,562 88	2,417 07	460	
.....	24,734 51	8,112 87	10,622 55	1,735 75	740	45
.....	10,967 56	1,022 83	6,554 19	1,300 64	363	57
.....	17 829 98	27	11,612 08	8 13	1,332	
.....	13,592 16	795 05	6,637 65	1,243 15	596	153
ty.....	4,115 54	528 26	2,256 85	60 36	335	55
son....	17,345 52		7,918 27	1,688 84	1,382	210
tee....	22,280 82	2,599 52	9,058 42	4,709 46	683	306
m.....	37,383 42	2,484 17	17,672 08	3,982 93	1,795	520
oe....	11,423 27	636 69	8,786 58		426	
un.....	16 454 06	2,454 92	8,617 91	1,685 29	491	96
re.....	30,108 14	8,897 44	18,688 44	1,383 70	1,175	290
ila....	13,357 53	3,195 66	6,159 86	2,180 96	381	99
.....	16,659 66	1,876 74	6,494 10	1,582 36	384	28
.....	59,180 83	2,547 06	18,048 13	450 79	256	1,267
l.....	18,707 70	641 67	13,235 83	404 27	983	75
ohns..	16,949 80	70 67	11,143 57	1,228 46	726	404
Rosa	16,517 22	1,559 77	8,418 66	2,696 79	695	409
ar....	14,051 36	1,067 56	10,268 77	467 10	826	8
nnee..	17,198 80	2,398 75	8,298 06	358 53	995	56
r.....	5,906 49	50 05	3,368 95	1,632 99	107	
la....	32,688 83	6,269 03	14,910 94	529 64	986	
lla....	4,780 61	578 40	2,654 58	51 13	600	
m.....	11,357 31	462 68	5,161 22	1,666 82	556	111
ngton	11,214 98	1,753 71	5,947 87	478 17	577	96

See table XXI for borrowed money.

TABLE XVII.—Showing Receipts and Sources of School Funds.

## Sec. B.—Other Sources.

1901—1902. Counties.	Special District Taxes.	Apportionment Interest Fund	Apportionments One-mill Fund	Tuition Non- resident Pupils	Examination Fees	All Other Sources.
The State...	\$99,182 75	\$30,130 00	\$82,857 50	\$803 03	\$1,932 40	\$12,150 93
Alachua...	6,515 05	2,060 40	5,666 10	264 02	100 00	227 50
Baker.....		289 60	796 40		23 00	
Bradford...	1,941 57	705 20	1,939 30		4 40	81 57
Brevard....	5,702 38	324 00	891 00		28 00	705 23
Calhoun....	231 64	221 60	609 40		13 00	87 07
Citrus.....	1,515 00	207 20	569 80		11 00	
Clay.....	683 52	346 00	951 50	100 50	15 00	26 87
Columbia..	1,600 66	898 80	2,471 70		71 00	625 00
Dade.....		302 80	832 70		54 00	53 00
De Soto....	1,640 21	624 40	1,717 10	15 01	41 00	87 13
Duval.....	5,408 53	2,019 20	5,552 80		127 00	2,161 27
Escambia..		1,204 40	3,312 10		79 00	167 00
Franklin...		209 60	576 40		13 00	26 35
Gadsden...		1,202 80	3,307 70		48 00	
Hamilton..	691 31	533 60	1,467 40		52 00	1 44
Hernando..	2,566 60	226 00	621 50		16 00	33 83
Hillsboro..	7,126 17	1,643 20	4,518 80	32 25	114 00	392 10
Holmes....	62 70	446 00	1,226 50		43 00	
Jackson...	263 00	1,253 60	3,447 40		62 00	995 20
Jefferson...		1,068 40	2,938 10		110 00	
Lafayette..		253 60	697 40		14 00	17 55
Lake.....	1,587 44	467 60	1,285 90	81 40	31 00	25 00
Lee.....	606 42	160 40	441 10		20 00	442 48
Leon.....		1,258 80	3,461 70		157 00	
Levy.....	2,300 06	464 80	1,278 20		19 00	105 25
Liberty....	414 97	108 80	299 20		16 00	46 10
Madison...		1,313 20	3,611 30		37 00	1,184 91
Manatee...	3,039 75	337 60	928 40	20 62	31 00	565 05
Marion....	4,249 68	1,622 80	4,462 70	11 33	113 00	469 73
Monroe....		412 00	1,133 00		13 00	16 00
Nassau....	1,380 71	447 20	1,229 80		36 00	15 25
Orange....	1,943 06	715 60	1,967 90		42 00	
Osceola....	323 08	253 60	697 40		25 00	41 97
Pasco.....	4,589 14	358 80	986 70		14 00	345 82
Polk.....	33,264 85	879 60	2,418 90	10 50	40 00	
Putnam....	471 31	647 60	1,780 90	168 62	52 00	247 50
St. Johns..		420 00	1,155 00	12 00	37 00	1,753 10
Santa Rosa		712 80	1,960 20		15 00	
Sumter....	43	361 20	993 30		25 00	39 00
Suwanee...	1,905 85	840 80	2,312 20		33 00	11 00
Taylor.....		196 40	540 10		13 00	
Volusia...	6,077 17	719 60	1,978 90		52 00	1,165 55
Wakulla...		234 00	643 50		19 00	
Walton....	1,009 81	575 20	1,581 80	6 78	24 00	
Washingt'n	70 68	581 20	1,598 30	80 00	30 00	

TABLE XVII.—Summary of Expenditures of Public School Funds.

1901—1902. Counties.	Total War- rants Drawn	Warrants for debts and bor- rowed money.	Total Expenditures.		
			For all Purposes	For Schools Proper	For Adminis- tration, etc.
The State..	\$881,358 65	\$35,439 78	\$702,918 87	\$698,935 79	\$93,983 08
Alachua....	65,772 26	14,500 00	51,272 26	44,855 00	6,417 26
Baker.....	4,794 49	...	4,794 49	3,807 00	987 49
Bradford...	21,738 35	8,650 00	13,088 35	11,241 54	1,846 81
Brevard....	17,868 52	...	17,868 52	15,221 71	2,646 81
Calhoun....	4,725 57	...	4,725 57	3,812 79	912 78
Citrus.....	10,225 85	1,700 00	8,525 85	6,615 50	1,910 35
Clay.....	7,129 64	...	7,129 64	5,907 63	1,222 01
Columbia...	24,995 14	9,280 54	15,714 60	13,872 23	1,842 37
Dade.....	19,274 10	...	19,274 10	17,585 41	1,688 69
DeSoto.....	22,155 75	4,535 61	17,620 14	16,021 69	1,598 45
Duval.....	99,187 82	...	99,187 82	92,124 41	7,063 41
Escambia...	39,192 00	5,800 00	33,392 00	30,321 43	3,070 57
Franklin...	9,080 91	1,550 00	7,480 91	5,901 39	1,579 52
Gadsden...	10,378 87	...	10,378 87	9,215 00	1,163 87
Hamilton...	8,551 68	...	8,551 68	7,113 99	1,437 69
Hernando...	13,338 69	4,375 93	8,962 76	7,714 00	1,248 76
Hillsboro...	54,716 63	25 00	54,691 63	49,683 20	5,008 43
Holmes....	6,975 39	...	6,975 39	6,047 88	928 01
Jackson....	18,467 53	...	18,467 53	13,950 69	3,516 84
Jefferson...	11,611 88	...	11,611 88	10,174 10	1,437 78
Lafayette...	3,158 01	...	3,158 01	2,244 75	913 26
Lake.....	17,667 11	72 46	17,594 65	15,291 44	2,303 21
Lee.....	9,912 96	...	9,912 96	7,995 92	1,917 04
Leon.....	17,004 80	...	17,004 80	14,196 15	2,808 65
Levy.....	21,185 75	8,223 79	12,961 96	11,383 10	1,578 86
Liberty....	2,968 56	...	2,968 56	1,953 38	1,015 18
Madison...	19,397 01	...	19,397 01	13,510 07	5,886 94
Manatee...	12,145 85	...	12,145 85	10,024 71	2,121 14
Marion....	32,578 38	...	32,578 38	29,595 50	2,982 88
Monroe....	11,114 87	...	11,114 37	10,408 37	706 00
Nassau....	11,584 50	...	11,584 50	9,634 16	1,950 34
Orange....	23,168 27	...	23,168 27	20,489 85	2,678 42
Osceola....	8,959 69	...	8,959 69	7,763 39	1,196 30
Pasco.....	11,823 72	...	11,823 72	9,995 41	1,828 31
Polk.....	80,223 50	26,500 00	53,723 50	51,109 05	2,614 45
Putnam...	21,292 68	...	21,292 68	19,562 38	1,730 28
St. Johns...	15,045 79	...	15,045 79	12,889 79	2,156 00
Santa Rosa	15,195 51	3,220 00	11,975 51	10,138 45	1,837 06
Sumter....	8,667 86	...	8,667 86	7,796 51	871 35
Suwannee...	15,037 31	...	15,037 31	13,916 00	1,121 31
Taylor...	5,738 53	...	5,738 53	4,891 17	847 36
Volusia....	25,658 12	...	25,658 12	22,986 47	2,671 65
Wabamita	4,035 98	6 45	4,029 53	3,865 50	664 03
Walton....	9,206 98	...	9,206 98	8,309 49	897 49
Washington	8,456 36	...	8,456 36	7,298 69	1,157 67



## TABLE XIX.—Expenditures for Schools.

## Sec. A.—Certain Expenditures for Schools Proper.

1901-1902 Counties.	For School Lots	For New Buildings	Repairs	Furniture	Apparatus	Insurance
The State..	\$2,087 69	\$72,354 20	\$10,241 63	\$12 657 47	\$2,120 87	\$2,160
Alachua....		4,750 88	1,837 69	616 28		
Baker.....		65 00				
Bradford...	5 00	567 97	209 43	293 98		2
Brevard....		2,065 95	454 36	471 72		18
Calhoun....		80 00	82 29			
Citrus.....						
Clay.....		835 00	1 50	48 13		3
Columbia...		127 95	164 82	106 99		
Dade.....	49 49	1,929 60	688 56	398 90	10 00	11
DeSoto.....		7 00	109 71	463 30	19 80	3
Duval.....	300 00	26,442 12	832 60	4,482 66	1,815 32	43
Escambia...		681 87	765 45	592 56		34
Franklin....			351 47			15
Gadsden....						
Hamilton...		30 00	380 89	115 00		
Hernando...		50 10	194 61	146 53	194 14	6
Hillsborough	1,636 10	628 79	732 79	1,314 25	190 75	7
Holmes.....						1
Jackson....		22 50	72 50	17 50		
Jefferson...			381 84	27 76		
Lafayette...						
Lake.....		200 00	228 43	88 83	45 84	3
Lee.....		1,311 20	7 30	17 00		
Leon.....		192 57	89 35			17
Levy.....		1,716 13	141 14	79 30	10 32	
Liberty....		110 00	49 35	11 80		
Madison....		3,499 45	227 57	169 00	171 60	1
Manatee....		400 00	150 41	20 30		4
Marion....			203 00	23 00		8
Monroe....						
Nassau....	10 45	238 00	132 15	57 06		6
Orange.....		342 30	539 98			
Osceola....		169 57	159 03	204 22		6
Pasco.....		130 00	150 69	40 77		7
Polk.....		22,850 00	590 79	2,081 75		4
Putnam....		174 88	21 85	7 74		
St. Johns...		966 39	211 24	265 33		
Santa Rosa..		271 48	38 20	241 25		
Sumter....		369 31	10 70	12 50		
Suwannee...		832 95	157 99	14 65	58 98	3
Taylor.....			32 42	15 00		
Volusia....	86 65	670 51	299 00	112 41	104 12	7
Wakulla....						
Walton....		16 46	12 53	100 00		
Washington		158 27	28 00			

**TABLE XIX.—Expenditures for Schools.**  
**Sec. B.—Other Expenditures for Schools Proper.**

1901—1902. Counties.	Rent.	Janitor.	Fuel
The State.....	\$2,086 08	\$5,612 10	\$2,247 81
Alachua.....	.....	.....	.....
Baker.....	.....	.....	.....
Bradford.....	.....	.....	.....
Brevard.....	3,395	.....	.....
Calhoun.....	.....	.....	.....
Citrus.....	.....	.....	.....
Clay.....	34 00	.....	9 75
Columbia.....	.....	99 50	33 50
Dade.....	50 00	167 75	39 75
DeSoto.....	22 02	44 00	6 00
Duval.....	434 73	1,596 00	796 03
Escambia.....	190 00	676 00	499 94
Franklin.....	24 00	194 00	115 89
Gadsden.....	.....	.....	.....
Hamilton.....	.....	.....	.....
Hernando.....	.....	64 00	23 75
Hillsborough.....	311 00	547 28	230 00
Holmes.....	.....	.....	7 75
Jackson.....	.....	16 00	.....
Jefferson.....	4 00	.....	.....
Lafayette.....	.....	.....	.....
Lake.....	.....	43 75	39 80
Lee.....	16 40	58 00	.....
Leon.....	.....	110 70	56 50
Levy.....	.....	.....	8 50
Liberty.....	.....	.....	.....
Madison.....	.....	7 00	20 75
Manatee.....	.....	9 00	10 25
Marion.....	64 00	180 00	21 00
Monroe.....	200 00	638 50	.....
Nassau.....	53 65	42 00	69 60
Orange.....	.....	.....	.....
Osceola.....	.....	60 00	2 50
Pasco.....	20 00	48 00	8 50
Polk.....	.....	128 75	.....
Putnam.....	.....	.....	.....
St. Johns.....	.....	353 70	160 47
Santa Rosa.....	30 00	.....	12 00
Sumter.....	.....	.....	.....
Suwannee.....	.....	52 00	.....
Taylor.....	.....	.....	.....
Volusia.....	598 33	476 17	71 83
Wakulla.....	.....	.....	.....
Walton.....	.....	.....	.....
Washington.....	.....	.....	3 75

**TABLE XIX.—Expenditures for Schools.**  
**Sec. C.—All Other Expenditures for Schools Proper.**

1901—1902, Counties.	Free Books.	Trans- porta- tion of Pupils.	Inciden- tals.	Salaries of Teachers.
The State.....	\$2,125 52	\$5,427 44	\$10,073 40	\$569,735 33
Alachua.....	..	..	2,484 78	35,665 37
Baker.....	..	..	..	3,742 00
Bradford.....	..	..	289 91	9,855 25
Brevard.....	1,277 71	..	13 85	10,716 37
Calhoun.....	..	..	..	3,700 50
Citrus.....	..	..	..	6,815 50
Clay.....	..	120 10	10 40	5,311 85
Columbia.....	..	..	182 97	13,156 50
Dade.....	..	..	151 56	13,986 25
DeSoto.....	22 00	..	121 24	15,168 62
Duval.....	..	3,916 82	1,064 83	50,512 00
Escambia.....	6 56	..	392 35	26,176 00
Franklin.....	..	..	206 28	4,859 75
Gadsden.....	..	..	..	9,215 00
Hamilton.....	..	..	12 81	6,575 49
Hernando.....	262 36	..	254 51	6,464 00
Hillsborough.....	8 25	826 00	1,083 24	42,649 75
Holmes.....	..	..	..	6,024 63
Jackson.....	..	..	1 10	14,821 09
Jefferson.....	..	..	48 75	9,711 75
Lafayette.....	..	..	..	2,244 75
Lake.....	..	..	153 18	14,461 61
Lee.....	..	..	261 02	6,325 00
Leon.....	..	150 00	415 03	13,012 00
Levy.....	..	..	155 46	9,272 25
Liberty.....	2 70	..	157 53	1,622 00
Madison.....	..	..	74 95	9,323 75
Manatee.....	..	..	16 00	9,373 75
Marion.....	..	150 00	50 00	28,820 50
Monroe.....	..	..	169 87	9,400 00
Nassau.....	..	..	124 25	8,842 50
Orange.....	49 66	847 02	152 94	19,057 95
Osceola.....	286 02	..	109 05	6,712 50
Pasco.....	88 25	..	336 95	9,064 25
Polk.....	58 68	..	431 58	24,922 50
Putnam.....	..	..	141 66	19,216 25
St. Johns.....	46 80	70 00	319 61	10,496 75
Santa Rosa.....	..	..	20 90	9,524 62
Sumter.....	..	..	..	7,404 00
Suwannee.....	17 03	..	129 91	12,622 49
Taylor.....	..	..	..	4,843 75
Volusia.....	..	847 50	453 88	19,691 07
Wakulla.....	..	..	60 50	3,305 00
Walton.....	..	..	26 75	8,153 75
Washington.....	..	..	44 00	7,064 67

FILE XX.—Expenditures for School Administration, etc.  
Sec. A.—Cost of Officials and of Printing.

-1902. ties.	Salary of Superin- tendent.	Traveling Expenses of Super'd'n't.	Per Diem and Mileage of Board.	Commissions Paid Treasurer	Incidentals for Board and Superin- tendent.	For Printing.
State.	\$32,373 00	\$2,203 23	\$9,089 32	\$8,667 88	\$4,351 93	\$1,921 40
ua...	1,300 00	.....	181 80	503 18	889 60	.....
.....	360 00	.....	124 80	125 95	15 00	43 00
ord..	600 00	.....	192 20	355 58	11 37	32 75
rd...	900 00	17 50	248 90	.....	67 25	105 89
un...	360 00	35 00	219 60	148 34	47 80	30 00
.....	585 00	.....	130 00	183 28	59 55	171 20
.....	600 00	11 45	177 90	38 06	31 65	52 20
ibia..	600 00	20 65	149 20	311 20	50 74	7 75
.....	600 00	102 50	391 60	.....	406 18	.....
o....	900 00	.....	254 66	.....	66 17	.....
.....	1,500 00	125 85	152 00	.....	621 82	92 35
ibia..	1,200 00	136 00	355 00	.....	75 95	34 00
lin...	300 00	.....	162 00	165 62	25 25	24 00
len...	720 00	.....	145 60	207 37	5 00	24 00
ton...	480 00	.....	151 20	212 15	35 40	25 00
ndo...	600 00	25 05	164 00	128 01	172 65	35 50
oro	1,800 00	300 00	292 80	355 11	102 85	32 00
es....	480 00	20 00	148 85	125 16	63 00	22 00
on....	850 00	15 35	420 20	346 42	61 60	12 00
son...	600 00	.....	182 40	260 80	45 09	9 95
ette..	300 00	240 37	68 64	5 00	.....	30 00
.....	1,080 00	200 00	233 60	338 14	68 24	55 15
.....	450 00	146 50	245 42	203 06	80 05	86 50
.....	1,012 00	.....	103 60	718 67	.....	51 66
.....	600 00	13 25	221 20	272 97	118 27	24 00
ty....	175 00	20 00	197 00	63 10	14 75	34 00
on....	720 00	.....	246 45	167 37	33 95	38 75
tee...	600 00	.....	151 80	309 61	.....	24 00
n....	900 00	.....	242 00	553 26	137 17	219 75
ve...	540 00	.....	60 00	.....	.....	48 00
u....	600 00	15 80	247 60	299 03	83 02	22 00
e....	1,200 00	574 74	228 20	428 26	99 86	.....
la....	600 00	.....	281 00	191 98	.....	44 75
.....	720 00	34 00	128 00	300 00	33 75	10 00
.....	996 00	.....	222 70	.....	205 14	.....
m...	900 00	.....	226 40	.....	71 75	34 00
ohns.	720 00	47 37	87 50	207 99	131 73	7 50
Rosa	810 00	24 40	235 60	60 00	67 04	37 50
er....	600 00	.....	146 60	.....	38 70	34 00
inee..	600 00	10 00	142 60	168 39	39 84	70 00
r....	420 00	.....	189 70	78 79	48 65	61 50
la....	1,000 00	25 45	395 60	547 98	155 76	108 00
lla...	355 00	.....	165 00	84 03	.....	24 00
n....	600 00	14 45	195 20	.....	36 14	26 50
ington	540 00	27 55	183 20	204 02	34 20	76 25

**TABLE XX.—Expenditure for School Administration, etc.  
Sec. B.—Other Expenditures.**

1901—1902 Counties.	Expenses of Examination	Tuition of Co. Line Pupils	Institutes and Summer Schools.	Books etc.	Interest on Debts.	All other Purposes.
The State.	\$2,755 08	\$825 87	\$1,228 50	\$683 72	\$18,282 31	\$11,450 89
Alachua...	133 00	40 82			8,889 08	
Baker.....	54 00				201 19	88 55
Bradford...			381 00		233 28	40 85
Brevard....	56 10				715 29	585 88
Calhoun....	22 80				29 89	19 85
Citrus.....	34 35			454 50		292 47
Clay.....	38 60	38 00	1 40		111 20	121 55
Columbia...	84 90		33 15	10 00	418 05	156 78
Dade.....	70 30				118 11	
DeSoto....	55 70	10 50	112 50		134 10	64 82
Duval.....	146 52				2 389 42	2,085 45
Escambia...	73 80			100 00	1,090 82	8 00
Franklin...	52 00				20 83	830 82
Gadsden...	61 90					
Hamilton...	52 00				481 94	
Hernando...	81 55				92 00	
Hillsboro...	101 85				1,070 15	953 67
Holmes....	69 00					
Jackson...	129 10				1,045 52	636 65
Jefferson...	154 55				170 65	14 34
Lafayette...	14 30			19 82	235 62	
Lake.....	34 75				69 39	223 94
Lee.....	65 10		40 00	140 84		459 67
Leon.....	107 50		300 00		503 19	12 03
Levy.....	28 10	21 35			228 97	50 75
Liberty....	82 70			77 68		350 95
Madison...	37 00				771 43	3,671 99
Manatee...	30 20				688 42	337 11
Marion....	138 40	29 25	105 75		535 77	121 53
Monroe...	58 00					
Nassau....	108 31				540 95	33 63
Orange....		42 00			91 35	14 01
Osceola...	16 50					62 07
Pasco.....	38 40				536 46	27 70
Polk.....	78 75	155 62	100 00		858 24	
Putnam...	40 90	277 38	146 70		33 15	
St. Johns...	62 40	1 4 00		10 05	767 46	
Santa Rosa	67 25				511 97	23 30
Sumter....	36 80					15 25
Suwannee...	48 70					41 78
Taylor....	27 15			9 32		12 25
Volusia....	85 30	97 15	8 00		241 46	6 95
Wakulla...	36 00					
Walton....	25 20					
Washington	65 80			12 00		14 65

**E XXI.—Showing Financial Condition of County Boards  
July 1, 1902.**

1901—1902. Counties.	Total In- debtedness	Net In- debtedness	Net Cash on Hand
State.....	\$226,889 91	\$177,991 85	\$58,815 78
Adams.....	76,314 78	74,710 95	502 18
Albany.....	2,055 00		24 45
Albany.....	2,808 88	1,316 09	1,951 86
Albany.....	140 00		2,873 41
Albany.....	1,020 11	1,006 54	
Albany.....	1,879 85	1,721 74	
Albany.....	448 02		616 13
Albany.....	500 80		4,807 86
Albany.....	46,882 89	37,608 36	
Albany.....	18,615 87	18,327 41	
Albany.....			2,538 55
Albany.....	50 00		4,562 73
Albany.....	2,464 87	859 03	
Albany.....	2,072 00		481 26
Albany.....	1,550 00		6,044 73
Albany.....	3,894 31	2,834 31	
Albany.....	9,814 85	9,795 73	
Albany.....	84 00		1,543 05
Albany.....	2,490 76		88 35
Albany.....	576 92		1,421 97
Albany.....			1,054 80
Albany.....	2,866 66	2,861 77	
Albany.....	2,839 35	2,420 67	
Albany.....			528 42
Albany.....	3,404 84	2,051 49	
Albany.....	7,026 53	2,779 01	
Albany.....	1,211 21	948 83	
Albany.....	2,780 97	1,870 54	
Albany.....	3,823 28	3,298 28	
Albany.....	861 04		6,176 07
Albany.....	604 46		3,708 56
Albany.....	3,507 84	250 26	
Albany.....	6,454 09	3,897 07	
Albany.....	3,905 81	3,224 24	
Albany.....	7,752 75	7,388 67	
Albany.....	879 74		354 93
Albany.....	979 87		3,314 95
Albany.....	357 02		1,889 74
Albany.....	776 98	698 89	
Albany.....	1,333 00		5,064 71
Albany.....	698 03	612 77	
Albany.....	128 45		1,781 46
Albany.....	854 73		2,286 51

**TABLE XXII.—Showing Summary of Financial Statements  
County Boards.**

**Sec. A.—Debits. (The Sum of These Three Columns E  
Sum of Three Columns in Sec. B. ).**

1901—1902. Counties.	Total Receipts (Except bor- rowed money)	Borrowed Money.	Warrant the Year Not Paid
The State.....	\$403,402 70	\$85,776 69	\$138,
Alachua.....	40,423 37	14,500 00	22,
Baker.....	5,296 67	.....	.....
Bradford.....	16,412 80	7,000 00	2,
Brevard.....	21,920 45	.....	2,
Calhoun.....	6,964 38	.....	.....
Citrus.....	11,742 91	1,700 00	.....
Clay.....	8,828 57	.....	1,
Columbia.....	17,293 11	7,767 54	1,
Dade.....	20,491 95	.....	.....
DeSoto.....	22,758 21	4,500 00	.....
Duval.....	78,230 19	.....	46,
Escambia.....	36,689 09	5,600 00	2,
Franklin.....	10,019 46	1,550 00	.....
Gadsden.....	14,984 80	.....	.....
Hamilton.....	11,445 99	.....	.....
Hernando.....	11,687 94	8,920 00	2,
Hillsborough.....	78,105 72	.....	1,
Holmes.....	6,534 09	.....	3,
Jackson.....	18,843 39	.....	9,
Jefferson.....	14,690 12	.....	.....
Lafayette.....	5,737 12	.....	.....
Lake.....	24,732 51	.....	.....
Lee.....	10,967 58	.....	.....
Leon.....	17,829 98	.....	2,
Levy.....	13,592 16	8,223 79	2,
Liberty.....	4,115 54	.....	.....
Madison.....	17,345 52	.....	3
Manatee.....	22,280 82	.....	1,
Marion.....	37,383 42	.....	1,
Monroe.....	11,423 27	1,295 36	2,
Nassau.....	16,454 08	.....	3,
Orange.....	80,103 14	.....	.....
Osceola.....	13,357 53	.....	.....
Pasco.....	16,659 66	.....	3
Polk.....	59,180 83	26,500 00	5,
Putnam.....	18,707 70	.....	3,
St. Johns.....	16,949 80	.....	2,
Santa Rosa.....	16,517 22	3,220 00	.....
Sumter.....	14,051 36	.....	.....
Suwannee.....	17,198 30	.....	.....
Taylor.....	5,908 49	.....	.....
Volusia.....	32,688 83	.....	.....
Wakulla.....	4,780 61	.....	.....
Walton.....	11,357 81	.....	.....
Washington.....	11,214 93	.....	.....

TABLE XXII.—Showing Summary of Financial Statements of County Boards.

Sec. B.—Credits.—(The Sum of These Three Columns Equals Sum of Three Columns in Sec. A.)

1901—1902. Counties.	Total Expenditures (Except pay- ment of debts)	Loans and Old Debts and War- rants Paid.	Cash on Hand.
The State.....	\$792 918 87	\$230,281 43	\$102,314 05
Alachua.....	51,272 26	24,147 49	1,603 78
Baker.....	4,794 49	..	502 18
Bradford.....	13,088 35	10,300 00	2,079 45
Brevard.....	17,888 52	5,218 02	1,492 59
Calhoun.....	4,725 57	287 45	1,951 36
Citrus.....	8,525 85	2,008 65	8,013 41
Clay.....	7,129 64	2,699 67	14 57
Columbia.....	15,714 60	11,067 79	158 11
Dade.....	19,274 10	598 05	1,064 15
DeSoto.....	17,820 14	4,830 41	5,308 46
Duval.....	99,187 82	16,650 73	9,274 53
Escambia.....	33,392 00	9,224 50	2,288 26
Franklin.....	7,480 91	1,550 00	2,538 55
Gadsden.....	10,378 87	43 00	4 612 73
Hamilton.....	8,551 68	1,539 39	1,605 64
Hernando.....	8,962 76	6,163 92	2,553 26
Hillsborough.....	54,691 63	17,369 36	7,594 73
Holmes.....	6,975 39	2,393 01	1,060 00
Jackson.....	18 467 53	9,671 59	19 12
Jefferson.....	11,611 88	1,535 19	1,607 05
Lafayette.....	3,158 01	..	2,579 11
Lake.....	17,594 65	5,717 89	1,998 89
Lee.....	9,912 96	.....	1,054 60
Leon.....	17,004 80	3,686 95	4 89
Levy.....	12,961 96	10,784 66	408 68
Liberty.....	2,968 56	618 56	528 42
Madison.....	19,397 01	..	1,353 35
Manatee.....	12,145 85	6,999 80	4,247 52
Marion.....	32,578 36	5,753 87	262 38
Monroe.....	11,114 37	2 908 55	1,410 43
Nassau.....	11,584 50	7,782 87	525 00
Orange.....	23 168 27	758 80	7,037 11
Osceola.....	8,959 66	649 99	4,313 02
Pasco.....	11,823 72	5,086 20	3,257 58
Polk.....	53,723 50	34,741 33	2,557 02
Putnam.....	21 292 60	639 28	681 57
St. Johns.....	15,045 70	3,713 15	364 08
Santa Rosa.....	11,975 51	7,322 95	1,234 67
Sumter.....	8,667 86	2,068 55	4,294 82
Suwannee.....	15,037 31	271 25	2,246 76
Taylor.....	5 738 53	868 85	78 09
Volusia.....	25,858 12	633 00	6,397 71
Wakulla.....	4,029 53	1,335 85	85 26
Walton.....	9,206 98	368 87	1,909 91
Washington.....	8,456 36	276 99	3,141 24



TABLE XXIII.—Total Cost of White Schools.

1901—1902. Counties.	Total Cost of White Schools.	Expended on Schools Proper	Administra- tion, etc [Pro- rated on En- rollment]
The State.....	\$828,789 28	\$588,096 49	\$60,673 79
Alachua.....	87,346 70	34,257 28	3,069 42
Baker.....	4,811 56	3,482 00	829 56
Bradford.....	11,737 81	10,233 44	1,504 37
Brevard.....	15,335 17	13,872 88	1,462 29
Calhoun.....	3,779 96	3,098 79	683 17
Citrus.....	7,587 51	6,065 50	1,522 01
Clay.....	5,799 79	4,888 23	911 56
Columbia.....	11,210 67	10,313 23	897 44
Dade.....	14,706 56	13,552 25	1,153 31
DeSoto.....	17,300 00	15,759 67	1,540 33
Duval.....	68,721 66	62,942 89	3,778 77
Escambia.....	26,635 67	24,588 58	2,047 09
Franklin.....	5,380 93	4,474 58	886 35
Gadsden.....	6,780 98	6,359 00	421 98
Hamilton.....	7,114 24	6,148 99	965 25
Hernando.....	7,980 89	7,179 00	801 89
Hillsborough.....	49,780 83	45,622 07	4,158 76
Holmes.....	6,629 32	5,747 38	881 94
Jackson.....	13,345 46	11,575 58	1,769 88
Jefferson.....	7,824 69	7,512 10	312 59
Lafayette.....	3,158 01	2,244 75	913 26
Lake.....	14,765 02	13,148 83	1,616 19
Lee.....	9,547 03	7,734 52	1,812 51
Leon.....	8,915 37	8,390 00	525 37
Levy.....	10,985 39	9,874 49	1,110 90
Liberty.....	2,348 93	1,618 38	730 55
Madison.....	13,343 85	10,742 57	2,601 28
Manatee.....	11,547 98	9,612 21	1,935 77
Marion.....	21,665 65	20,477 25	1,188 40
Monroe.....	7,578 45	7,094 17	484 28
Nassau.....	7,209 86	6,194 63	1,015 23
Orange.....	18,662 81	16,938 15	1,724 66
Osceola.....	8,485 99	7,393 39	1,092 60
Pasco.....	11,120 06	9,435 41	1,684 65
Polk.....	50,870 21	48,646 55	2,223 66
Putnam.....	15,289 56	14,376 78	912 78
St. Johns.....	11,883 20	10,369 51	1,513 69
Santa Rosa.....	10,819 80	9,269 28	1,550 52
Sumter.....	6,530 70	5,959 01	571 69
Suwannee.....	12,039 36	11,343 14	696 22
Taylor.....	5,584 63	4,780 17	804 46
Volusia.....	21,024 74	19,254 72	1,770 02
Wakulla.....	2,967 63	2,580 50	407 13
Walton.....	8,183 97	7,415 49	768 48
Washington.....	6,951 66	6,090 14	861 52

TABLE XXIV—Total Cost of Negro Schools.

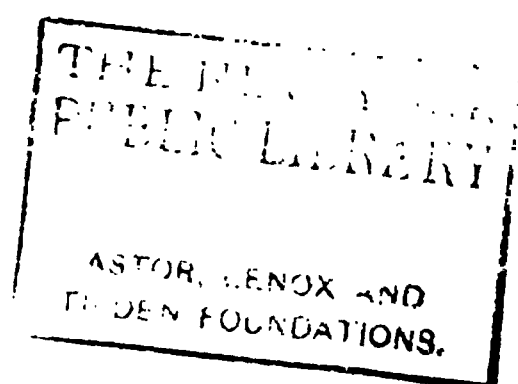
—1902. Counties.	Total Cost of Negro Schools for the Year.	Expended on Schools Proper.	Administration, &c. [Prorated on Enrollment.]
Albany.....	\$164,149 61	\$130,840 31	\$33,309 30
Albany.....	13,925 56	10,597 72	3,327 84
Albany.....	482 93	325 00	157 93
Albany.....	1,350 54	1,008 10	342 44
Albany.....	2,533 35	1,848 83	684 52
Albany.....	945 61	716 00	229 61
Albany.....	938 34	550 00	388 34
Albany.....	1,329 85	1,019 40	310 45
Albany.....	4,503 93	3,559 00	944 93
Albany.....	4,568 54	4,033 16	535 38
Albany.....	320 14	262 02	58 12
Albany.....	32,466 16	29,181 52	3,284 64
Albany.....	6,756 33	5,752 85	1,003 48
Albany.....	2,119 98	1,426 81	693 17
Albany.....	3,597 89	2,856 00	741 89
Albany.....	1,437 44	965 00	472 44
Albany.....	981 87	535 00	446 87
Albany.....	4,910 80	4,061 13	849 67
Albany.....	346 07	300 00	46 07
Albany.....	5,122 07	3,375 11	1,746 96
Albany.....	3,787 19	2,662 00	1,125 19
Albany.....	2,829 63	2,142 61	687 02
Albany.....	395 93	261 40	104 53
Albany.....	8,089 43	5,806 15	2,283 28
Albany.....	1,976 57	1,508 61	467 96
Albany.....	619 63	335 00	284 63
Albany.....	6,053 16	2,767 50	3,285 66
Albany.....	597 87	412 50	185 37
Albany.....	10,912 73	9,118 25	1,794 48
Albany.....	3,535 92	3,314 20	221 72
Albany.....	4,374 64	3,439 53	935 11
Albany.....	4,505 46	3,551 70	953 76
Albany.....	473 70	370 00	103 70
Albany.....	703 66	560 00	143 66
Albany.....	2,853 29	2,482 50	370 79
Albany.....	6,003 10	5,185 60	817 50
Albany.....	3,162 59	2,520 28	642 31
Rosa.....	1,155 71	869 17	286 54
Rosa.....	2,137 16	1,837 50	299 66
Rosa.....	2,997 95	2,572 86	425 09
Rosa.....	153 90	111 00	42 90
Rosa.....	4,633 38	3,731 75	901 63
Rosa.....	1,061 00	805 00	256 00
Rosa.....	1,023 01	894 00	129 01
Rosa.....	1,504 70	1,208 55	296 15

**TABLE XXV.—Cost of Schools, (1) Per Capita of Population—  
(2) Per Capita of Educable Youth, (3) Per Capita of Youth  
Enrolled.**

1902—1903. Counties.	Per Capita of Total Population	Per Youth of School Age.			Per Pupil En- rolled.		
		Both Races	White	Negro	Both Races	White	Negro
The State.....	\$ 1.50	\$ 4.91	\$ 6.74	\$ 2.41	\$ 7.05	\$ 9.04	\$ 3.83
Alachua.....	1.58	5.29	9.71	2.88	7.84	11.93	4.09
Baker.....	1.06	3.52	3.78	2.20	3.95	4.23	2.49
Bradford.....	1.27	3.52	4.02	1.69	5.86	5.90	2.98
Brevard.....	3.46	12.60	13.44	9.18	15.40	17.83	8.44
Calhoun.....	.92	3.46	4.01	2.22	5.71	6.12	4.52
Citrus.....	1.59	7.86	9.07	2.92	10.78	12.02	5.83
Clay.....	1.26	4.45	4.77	3.46	6.08	6.63	4.46
Columbia.....	.92	3.52	4.72	2.11	4.55	6.61	2.54
Dade.....	8.89	14.02	14.20	1.85	13.86	15.48	10.36
DeSoto.....	2.07	6.32	6.47	2.78	7.36	7.50	3.68
Duval.....	2.49	9.15	15.27	5.02	14.36	18.06	10.11
Escambia.....	1.18	4.37	5.81	2.21	6.88	8.16	4.26
Franklin.....	1.53	6.75	8.10	4.74	8.97	11.46	5.79
Gadsden.....	.68	1.84	3.82	.93	2.54	4.58	1.33
Hamilton.....	.72	2.60	3.19	1.35	3.79	4.69	1.94
Hernando.....	2.47	7.92	12.71	1.95	12.68	17.58	3.68
Hillsborough.....	1.52	5.85	6.84	2.86	8.74	9.58	4.62
Holmes.....	.80	2.21	2.38	.94	3.64	3.64	3.65
Jackson.....	.79	2.77	3.79	1.62	3.09	4.44	1.73
Jefferson.....	.72	1.89	6.25	.77	2.94	9.11	1.22
Lafayette.....	.63	2.56	2.60	.....	3.75	3.75	.....
Lake.....	2.86	8.40	10.17	4.89	10.39	12.42	5.60
Lee.....	3.23	12.04	12.07	11.44	12.28	12.51	8.32
Leon.....	.85	2.29	8.91	1.28	3.92	10.98	2.01
Levy.....	1.51	4.93	6.29	2.25	6.88	8.26	3.54
Liberty.....	1.00	3.83	5.29	2.03	6.94	7.63	5.16
Madison.....	1.26	3.68	6.90	1.81	4.91	7.68	2.76
Manatee.....	2.60	8.02	8.16	6.96	8.70	9.08	4.90
Marion.....	1.33	4.37	7.17	2.23	5.77	9.62	3.21
Monroe.....	.62	1.99	1.90	2.20	5.74	5.71	5.82
Nassau.....	1.20	4.23	4.80	3.53	6.80	8.13	5.35
Orange.....	2.04	5.99	7.75	3.05	8.80	11.15	4.84
Osceola.....	2.60	7.91	3.35	4.05	9.25	9.59	5.64
Pasco.....	1.95	6.90	7.47	3.14	10.61	10.89	7.57
Polk.....	4.31	13.32	31.46	3.64	16.40	18.10	6.11
Putnam.....	1.92	6.42	9.39	3.53	9.01	12.27	5.34
St. Johns.....	1.64	6.21	7.22	4.06	8.91	10.02	6.29
Santa Rosa.....	1.16	3.10	3.48	1.53	4.95	5.30	3.07
Sumter.....	1.40	4.09	4.61	3.04	5.98	6.86	4.28
Suwannee.....	1.03	2.76	4.42	1.10	4.04	5.21	2.12
Taylor.....	1.43	4.75	5.03	1.57	5.59	5.73	2.96
Volusia.....	2.51	8.40	10.56	4.89	10.29	12.74	5.51
Wakulla.....	.78	3.27	4.70	1.76	4.40	5.29	3.00
Walton.....	.96	2.69	2.95	1.58	4.08	4.24	3.16
Washington.....	.83	2.70	2.85	2.17	3.58	3.95	2.49



FLORIDA AGRICULTURAL COLLEGE HALL OF SCIENCE



XVI.—County Superintendents. (1) Cost as Com-  
Cost of All Teachers, (2) Visits Made to Schools.

-1902. nties.	Per cent. of Cost for all Teachers Paid Co. Supt.	No. visits made. one hour or more in length.		
		To all Schools.	To white Schools.	To Negro Schools.
.....	5.7	3091	2422	689
.....	3.7	119	70	49
.....	9.7	38	36	2
.....	6.1	85	75	10
.....	8.4	75	61	14
.....	9.7	41	33	8
.....	8.7	66	54	12
.....	11.3	63	51	12
.....	4.6	74	50	24
.....	4.3	60	48	12
.....	5.9	55	54	1
.....	3.0	99	62	37
.....	4.6	142	119	23
.....	6.2	17	12	5
.....	7.8	94	53	41
.....	7.3	72	59	13
.....	9.3	55	47	8
gh.....	4.2	158	142	16
.....	8.0	44	41	3
.....	5.8	94	60	34
.....	6.2	40	23	17
.....	13.4	43	43	..
.....	7.5	54	46	8
.....	7.1	47	43	4
.....	7.8	120	54	66
.....	6.5	50	38	12
.....	10.8	24	20	4
.....	7.7	108	76	32
.....	6.4	30	30	..
.....	3.1	117	70	47
.....	5.7	10	5	5
.....	6.8	26	17	9
.....	6.3	72	58	14
.....	8.2	23	20	3
.....	7.9	52	52	..
.....	4.0	73	68	5
.....	4.7	51	51	..
.....	6.9	63	58	5
a.....	8.6	90	81	9
.....	8.1	142	109	83
.....	4.8	91	70	21
.....	8.7	75	78	2
.....	5.1	57	48	14
.....	10.7	55	42	18
.....	7.4	63	58	10
n.....	7.6	64	52	12

## CHAPTER V.

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### *Report of Teachers' Summer Training Schools—1901*

Department of Education,  
Tallahassee, Fla., Sept. 4, 1901.

Hon. J. L. M. Curry, No. 1736 M. St. N. W., Washington,  
D. C.:

DEAR SIR—The last of the summer training schools for teachers held this summer through the kindness of the Trustees of the Peabody Fund, and by means of their donation with the appropriation of the State Legislature, having closed a few days since, I hasten to make this report. A few items have not yet been finally closed up, as indicated below, but otherwise the report is complete and I trust will meet with your approbation.

As reported last year, the demand throughout the State was for earlier opening of the schools. There was a pretty general desire for normal institutes in March, April and May, whereas the legislature did not meet until the first of April, and the appropriation was not made for nearly sixty days later nor available until July.

To meet the demand referred to, a strong normal teacher was supplied to each of two of our strongest State Institutions, one at the State College at Tallahassee for the Western section, and one at the State Agricultural College at Lake City for the Eastern and Southern sections. The assistance of the faculties of the colleges was furnished in conducting these Normal Departments without cost to the fund. The result was quite satisfactory, particularly in the first instance; the attendance at the two aggregating over 100 teachers and continuing for three months.

As soon after the State appropriation was assured as arrangements could be made, and sooner than these arrangements could be advertised as widely as desired, the schools had to be, and were begun—from the middle of June to the first of July.

The work done was usually thorough and of a compar-

atively high order, in some cases irreproachably so, and it is believed that much good was accomplished. Two most excellent instructors were brought from without the State to secure the importation of advanced ideas, and the State was well repaid for the slight expense incurred for their railroad fare. In further compliance with your wise policy of so assigning instructors as to secure through exchange of ideas, actual railroad fare one way was allowed. This was done to avoid losing the services of the best of our teachers, through unduly reducing their net income, and because it was found more economical than fixing a higher salary for such as were required to travel some distance to the work assigned. No traveling expenses were allowed except actual railroad fare, and this in only one direction, except in the single instance of the President of the Chattanooga Normal University.

It was intended to conduct all of the schools for a term of eight weeks, but the attendance proved disappointing, and five of the seven schools held in July and August were closed at the end of six weeks.

The attendance was better than last year, but yet small; apparently due chiefly to two causes; the long delay and resulting uncertainty in securing the State Appropriation, during which several counties had felt compelled to hold their own institutes, and teachers plans for the summer were mostly made; and also because of the reprehensible but growing practice of beginning rural schools about the beginning of the school year.

The closing of the schools earlier than was originally intended was further encouraged by the desire to reserve a portion of the fund for more profitable expenditure in insuring the success of my plan to conduct, next year, a very few Summer Schools on board lines. This I could not accomplish this year as was hoped. It is intended to use for instructors the ablest educators that can be secured in the country, to introduce all advanced ideas that will be of value to the teachers of the State, particularly such features as drawing, music, nature study and industrial teaching which are all undeveloped in this State, and to make the schools in every respect such as will draw a large attendance, give an unprecedented stimulus and awakening to our educational inter-



ests; and establish loftier standards and larger ambitions in the intellectual life of our people generally. While, unquestionably, much good could yet be done by continued redigestion of the educational thought now attainable from the best teachers of our own State, it is believed that the rapid, healthy growth of the profession in this State demands some newer and stronger food than our own force is supplying.

To insure the success of these schools arrangements are already being made, advertising will begin early, and all in my power will be done to insure the attendance of the better teachers of the State, as well as a large number of the rank and file of the profession.

There follows a summary of all the important data of the schools held this year, arranged in tabulated form. The several tables are self explanatory, and I will refrain from further comments.

Permit me, in behalf of an appreciative Commonwealth, to again express our earnest gratitude for your continuation of this most helpful, this wisely-bestowed, and so sorely needed assistance.

I remain, Sir,

Very respectfully,

WM. N. SHEATS,

State Superintendent Public Inst.

[.—Showing Enrollment by Counties Race and Sex.

Schools	Total both Races	Whites			Negroes		
		Total	Male	Female	Total	Male	Female
..	29	3	1	2	26	10	16
...	1	1	1	..	..	..	..
...	5	1	1	..	4	3	1
...	6	6	..	6	..	..	..
...	1	1	..	1	..	..	..
...	..	..	..	..	..	..	..
...	45	45	7	38	2	1	1
...	9	9	1	8	..	..	..
...	1	1	..	1	..	..	..
...	44	44	16	28	..	..	..
...	5	4	..	4	1	1	..
...	1	1	..	1	..	..	..
...	7	7	..	7	..	..	..
...	8	8	2	6	..	..	..
...	..	..	..	..	..	..	..
...	2	2	..	2	..	..	..
o	77	56	3	43	21	1	20
...	24	24	10	14	..	..	..
...	1	1	1	..	..	..	..
...	41	4	..	4	37	18	19
...	..	..	..	..	..	..	..
...	4	4	2	2	..	..	..
...	2	2	..	2	..	..	..
...	33	33	3	30	..	..	..
...	5	1	..	1	4	3	1
...	..	..	..	..	..	..	..
...	5	5	1	4	..	..	..
...	6	6	1	5	..	..	..
...	8	3	..	3	5	2	3
...	..	..	..	..	..	..	..
...	1	1	..	1	..	..	..
...	10	9	3	6	1	..	1
...	4	3	..	3	1	..	1
...	1	1	..	1	..	..	..
...	4	4	1	3	..	..	..
...	3	3	2	1	..	..	..
...	..	..	..	..	..	..	..
ss	1	1	1	..	..	..	..
...	3	3	..	3	..	..	..
...	4	4	..	4	..	..	..
...	3	3	3	..	..	..	..
...	40	28	3	23	14	5	9
...	1	1	1	..	..	..	..
...	5	5	4	1	..	..	..
on.	1	1	..	1	..	..	..
	451	335	72	267	116	44	72

\* School for whites located in county.

† School for negroes located in county.

TABLE II.—Showing Total Enrollment, and Distribution of Enrollment by Sexes and by Grades of Certificates Held.

WHITES.							
Location	Enrollment			Grades of Certificate held.			Prospective Pupils
	Total	Male	Female	First	Second	Third	
Tallahassee.....	80	18	62	6	18	25	31
Lake City.....	25	3	22	1	10	6	8
Arcadia.....	48	19	29	8	9	14	17
De Land.....	49	7	42	15	21	4	9
St. Petersburg.....	54	10	44	6	12	4	32
Westville.....	30	14	16	3	4	13	10
Green Cove Springs	49	7	42	5	16	3	25
Total.....	335	78	257	44	90	69	132
NEGROES.							
De Land.....	17	6	11	1	3	6	7
St. Petersburg.....	21	1	20	.....	4	3	14
Monticello.....	38	18	20	3	3	24	8
Gainesville.....	40	19	21	3	11	19	7
Total.....	116	44	72	7	21	52	36
Grand Total	451	122	329	51	111	121	68

TABLE III.—Showing Average Daily Attendance by Schools, Races, and Sexes.

Location of School	Average Daily Attendance					
	Whites			Negroes		
	Total	Male	Female	Total	Male	Female
Tallahassee.....	57.9	12.6	45.3	.....	.....	.....
Lake City.....	18.7	1.7	17	.....	.....	.....
Arcadia.....	24.3	7.6	16.7	.....	.....	.....
De Land.....	35.2	4	31.2	10.7	4	6.7
St. Petersburg.....	31.4	5.7	25.7	11.7	1	10.7
Westville.....	21.3	10.4	10.9	.....	.....	.....
Green Cove Springs	30.3	3.5	26.8	.....	.....	.....
Monticello.....	.....	.....	.....	23.5	10	13.5
Gainesville.....	.....	.....	.....	25.3	12	13.3
Total Average	219.1	45.5	173.6	71.2	27	44.2
Daily attendance of both races..	.....			290.3	72.5	217.8

V.—Showing Names of Instructors Number of Days Taught, and Cost of Each Instructor and School

Instructors	No. of Days	Salary Paid	R. R. Fare	Total Cost of School
L. W. Buchholz †	65	\$ 250 00	-	.....
Faculty of State College ..	65	-	-	\$ 250 00
Miss Norma Pepper	58	217 50	....	.....
Faculty State Agr. College	48	-	-	217 50
A. Williams	40	150 00	2 30	152 00
P. W. Corr	30	-	-	..
L. W. Buchholz	40	218 75	....	.....
Dr. J. F. Forbes	40	175 70	-	.....
Mrs. L. B. Mathes	40	131 25	-	525 00
Dr. H. M. Evans*	30	150 00	43 45	.....
J. E. Guisinger	30	112 50	-	.....
Miss Rowena Longmire..	40	112 50	2 00	401 35
Dr. W. F. Yocum	40	200 00	2 40	.....
J. M. Stuart	40	200 00	8 85	411 35
H. P. Baya	30	150 00	72	.....
Miss E. Bangs*	30	112 50	-	263 12
J. H. Fuls	30	150 00	-	.....
F. A. Hathaway.	30	112 50	5 57	268 07
Geo. M. Lynch†	30	15 00	-	.....
Mrs. J. B. Johnston.	30	112 50	4 15	266 65
		\$ 2,705 00	50 04	2,755 04

or Railroad fare yet to be paid, withheld awaiting the filing of hers. Will be charged in next year's account.  
not yet paid, awaiting filing of proper vouchers.

#### FINANCIAL STATEMENT.

DEBITS, Supt., in account  
Summer School Fund: DR.  
ce from fund of 1900.....\$ 459 95  
ice from special appropria-  
for school at Tallahassee.. 17.96  
dy Fund donation for 1901 1,200.00  
appropriation..... 2,000.00—\$8,677.91

CR.  
as of instructors.....\$2,705.00  
fare paid for instructors... 50 04  
ams..... 8.47  
for printing 200 reports,  
; 2,000 circulars, \$8 50... 18.00—\$2,771.51

and and carried to next year's account..\$ 906 40

Instructions having been received as to the disposal of this balance, it is carried into this account as shown in special report, made July 1, 1901, of institution at the State Normal and Industrial College (Tallahassee).

—Vouchers are on file in my office for every cent of expenditure. Enclosed please find duplicate of receipts showing the expenditure of the amount of your donation.

## REPORT OF TEACHERS' SUMMER TRAINING SCHOOLS FOR 1902.

Department of Education,  
Tallahassee, Fla., October 1, 1902.

Hon. J. L. M. Curry, Agent Peabody Education Fund,  
No. 1736 M. St., NW., Washington, D. C.:

DEAR SIR—It is with gratification that I am enabled to report for this year a larger enrollment in the Summer Training Schools than for any of the three preceding years. A still more gratifying fact is that this attendance represents a higher grade of professional work than has heretofore been attempted. The enrollment was 32 per cent. greater than last year, while the instruction for a considerable portion of the number included almost every branch presented in the most modern and complete courses offered in any institutes of the country. It should be noted also that a larger number than usual attended summer schools outside of the State, about thirty attending the Summer School of the South at Knoxville and others elsewhere.

The need for spring courses about the close of the smaller schools but before the available instructors have closed their regular terms in the larger schools, was again met partially by assisting at small expense, the conduct of normal courses at the State College, the East Florida Seminary, and the State Normal and Industrial School for colored pupils, 205 pupils being thus accommodated. Those attending the colored normal at Tallahassee had instruction not only in the ordinary and pedagogical branches but also in about a dozen lines of manual training, and domestic and agricultural sciences.

Beginning July 14th and continuing four to six weeks according to attendance, schools were conducted at Pensacola, Starke, Orlando, and Dade City for white teachers, and at Pensacola and Ocala for colored. The accompanying tables give all statistical data regarding those schools both as to attendance and as to instructors and cost. These were all conducted by State talent exclusively and were as successful as the attendance permitted.

As stated in my Report for last year, it is believed that the time has come when the mere text-book review preparatory to examination should be discontinued in the

Summer Training Schools or at least made entirely subordinate to professional training and those newer lines of instruction which the schools and colleges do not afford. It was the opinion of a majority of the County Superintendents that the time for this change had not quite arrived, and they recommended the establishment of one Central Summer School on the most advanced lines and the use of the remainder of the appropriation as heretofore.

This suggestion was followed out and the whole country was searched for the most capable specialists which a reasonable proportion of the fund would secure. This Central Training School was conducted at Tallahassee in the building of the State College. As widely advertised at the time, in addition to the best possible instruction in all the common and high school branches, special instruction was offered in nature study, manual training, domestic sciences, drawing, singing, physical and vocal culture, elocution, kindergarten and primary methods, and pedagogy in its various phases.

While the attendance was not all that was hoped for in numbers, the work was earnest and carefully done, and it is believed that the results show the advisability of continuing the policy.

It is very evident that these Summer Training Schools, in common with all our colleges, suffer most for the want of a thorough system of graded and high schools, a defect even more hurtful in the common schools which are dependent on the high schools and the summer schools for their teaching force. The Summer Schools can never become professional training schools until the subject matter which a teacher must know is supplied elsewhere. As mere substitutes or supplements for the ordinary schools they will always fail dismally.

Every common school teacher should at least be a graduate of a high school. With such training already acquired, the Summer Training School could be devoted entirely to professional work, to instructions and exercises in methods and science of teaching, to reviews of common branches strictly from the teachers' standpoint, and to instruction in those various subjects of study which form an essential part of a good teacher's equipment but which cannot well be presented elsewhere. In

this manner, a six weeks' course would be sufficient to largely transform the character of a teacher's work; whereas it must be admitted that the school devoted chiefly to drilling over and over in the same text-book lessons is very unsatisfactory and does not meet the needs of those teachers who will give the State the greatest return for the cost of their instruction.

With the continuation of liberal appropriations for these schools they will each year more nearly approximate the ideal; and will help to overcome the difficulties which hamper them. It is my present plan to continue the policy which promises such large returns in the elevation of Florida teachers, and gradually, as conditions will permit, discontinue the instruction in the common branches and develop the more professional character under the guidance of the leading educational spirits of the country.

Permit me to again express, on behalf of the people of Florida, sincere gratitude for your many benefactions, and the hope that our efforts will be found worthy of your further aid and encouragement.

I remain, Sir,

Very respectfully yours,

WM. N. SHEATS,  
State Superintendent of Public Inst.

TABLE I — Showing Enrollment by County, Race and Sex.

Name of County	Total Both Races	Whites			Negro		
		Total	Male	Female	Total	Male	Female
Alachua....	48	42	9	33	6	4	2
Baker.....							
Bradford..	51	51	10	41			
Brevard....	5	4		4	1		1
Calhoun....							
Citrus.....							
Clay.....	2	2		2			
Columbia....	3	2		2	1		1
Dade.....	1	1		1			
DeSoto....							
Duval.....	6	4		4	2	1	1
Escambia..	78	41		41	37	6	31
Franklin...	4	3	1	2	1	1	
Gadsden....	9	7		7	2		2
Hamilton...	1	1		1			
Hernando..	1	1		1			
Hillsborough	24	22	7	15	2		2
Holmes....	3	3	1	2			
Jackson...	8	6	3	3	2	1	1
Jefferson..	3	2		2	1		1
Lafayette..	1	1	1				
Lake.....	4	3	2	1	1		1
Lee.....	1				1		1
Leon.....	100	63	16	67	17	6	11
Levy.....	8	8	5	3			
Liberty....	2	2	1	1			
Ladison....	6	3	1	2	3	2	1
Lanatee....	10	10	1	9			
Larion....	61	8	2	6	53	8	45
Louroe....							
Lassau....	1	1		1			
Lange....	55	55	6	49			
Lecola....							
Lisco....	28	28	5	23			
Lik....	2	1		1	1	1	
Lnam....	2	2	1	1			
Ljohns....							
Lta Rosa	7	7		7			
Lnter....	1	3		3			
Lwannee..	10	6	2	4	4	3	1
Lrgr....	2	2	2				
Luala....	3	1	1		2		2
Lulla....	1	1		1			
Llton....	5	4	2	2	1		1
Lhington	1	1		1			
Lr States..	5	5		5			
al....	*594	427	79	348	*167	94	133

unties not reported for 29 prospective teachers at Tallahas-  
 school—colored.



**TABLE II.—Showing Total Enrollment and Distribution  
Same by Sex and Certificates.**

Location	Enrollment			Grades of Certificate					
	Total	Male	Female	None	Life	1st	2nd	3rd	4th
<b>Whites.</b>									
Tallahassee Spring)...	82	23	59	25		9	26	22	
Gainesville.	55	9	46	20			15	20	
Tallahassee (central)...	105	28	79	35		36	14	7	1
Pensacola	47		47	10	1	1	21	13	
Starke	54	10	44	27		12	7	8	
Orlando	57	6	51	20		8	25	2	
Dade City	27	5	22	6	1	8	9	3	
	427	79	348	143	2	74	117	75	1
<b>Negroes</b>									
Tallahassee	68	17	51	29		3	10	26	
Pensacola	37	5	32	15			13	9	
Ocala	62	12	50	23			12	27	
	167	34	133	67		3	35	62	
<b>Total, both Races</b>	<b>594</b>	<b>113</b>	<b>481</b>	<b>210</b>	<b>2</b>	<b>77</b>	<b>152</b>	<b>137</b>	

**TABLE III.—Showing Average Daily Attendance by School  
Race and Sex.**

Location	Total	Male	Female
<b>Whites:</b>			
Tallahassee (spring).....	64.5	20.0	44
Gainesville.....	42.6	6.5	36
Tallahassee (central).....	71.2	17.2	54
Pensacola.....	26.7		26
Starke.....	41.1	8.1	33
Orlando.....	41.5	2.5	39
Dade City.....	18.3	3.6	14
	305.9	57.9	248.
<b>Negroes:</b>			
Tallahassee.....	27.2	6.8	20
Pensacola.....	28.0	2.7	25
Ocala.....	32.6	6.1	26
	87.8	15.6	72
<b>Total, both races</b>	<b>393.7</b>	<b>73.5</b>	<b>320</b>

TABLE IV.--Showing Names of Instructors, Number of Days Each Taught and Cost of Each Instructor and School.

Location	Instructors.	No. of Days.	Salary Paid Each.	Cost of Each School
Tallahassee ..	Robert M. Ray .....	45	\$ 168.75	\$ 198.75
(Spring)	R. M. Evans.....	15	30.00	.....
Gainesville ..	Mrs. Ella LaF. Hamilton	40	150.00	150.00
(Spring)				
Tallahassee	A. A. Murphree, Prin....	40	250.00	2,168.60
(Central)	L. W. Buchholz.....	40	250.00	.....
	W. F. Yo um .....	40	250.00	.....
	Miss B Davenport.....	40	200.00	.....
	Mrs. L. G. Fish.....	40	200.00	.....
	Miss Margaret Murphy ..	40	200.00	.....
	Miss Nellie Stevens .....	40	60.00	.....
	L. C. Gardner .....	30	249.60	.....
	James Speed .....	20	180.00	.....
	F. A. Metcalf.....	40	215.00	.....
	Mrs. Mary E. Johnston..	37	114.00	.....
Pensacola ...	H. P. Baya, Prin.....	20	100.00	250.00
(Both Races)	L. D. McRea.....	20	75.00	.....
	Miss Rowena Longmire..	20	75.00	.....
Starke.....	Arthur Williams Prin...	30	150.00	262.50
	Miss Clem Hampton.....	30	112.50	.....
Orlando.....	Tom. F. McBeath, Prin...	30	150.00	262.50
	Miss E. Bangs.....	30	112.50	.....
Dade City....	C. V. Waugh, Prin.....	20	100.00	200.00
	J. M. Stuart, Prin.....	20	100.00	.....
Tallahassee..	A. H Logan.....	40	225.00	225.00
Colored,				
(Spring)				
Ocala .....	J. B. Lockey, Prin.....	30	150.00	262.50
(Colored)	Fred Toenneis.....	30	112.50	.....
	Total Salaries.....		\$3979.85	\$3979.85

## FINANCIAL STATEMENT.

W. N. SHEATS, Superintendent, in account with Summer School Fund: Dr.

*To balance as per Report for 1901..\$	906.40
To State appropriation.....	2,000.00
To donation Peabody Fund.....	1,200.00
To special donation for Tallahassee school from Peabody Fund.....	300.00—\$4,406.40

Cr.

By salaries of instructors, as itemized in Table 4, above.....	\$3,979.85
By balance, against which are standing various accounts which will be paid as soon as proper bills and vouchers can be adjusted...	426.55—\$4,406.40

Detailed requisition and vouchers are on file for all amounts paid out. Duplicate receipts covering the expenditures of the Peabody donations as reported are enclosed herewith.

\*See pending items of last year's report.

## CHAPTER VI.

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### SAMPLE EXAMINATION QUESTIONS.

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In this chapter is given one of the five sets of State Uniform Examination Questions used during the past two years, for the purpose of showing the character of questions submitted. They will indicate the qualifications demanded of teachers by the present law as enforced.

The law requires that all applicants for teachers' certificates shall be examined in the following nine branches: orthography, reading, arithmetic, English grammar, composition, United States history, geography, physiology, and theory and practice of teaching; and to be entitled to a *third grade certificate* shall make an average grade of not less than 60 per cent., with a grade in no branch below 40 per cent. For a *second grade certificate* an average grade of 75 per cent., and a minimum of 50 per cent. must be made. Applicants for *first grade certificates* shall also be examined in civil government, algebra and physical geography and shall make an average on all subjects of 80 per cent. with a minimum of 60 per cent.

Third grade certificates are good for two years, only in the county where issued; second grade certificates are good for three years, and first grade for four years; these may be transferred to other counties by the endorsement of the County superintendent.

Samples of questions used last year, on the ten branches required for State certificates, are also given. For this certificate an average of 85 per cent. (minimum 60) is required, and applicant must hold a first grade certificate and have taught twenty-four months.

# FLORIDA UNIFORM EXAMINATION QUESTIONS.

JUNE 3, 1902.

—FOR—

## SECOND OR THIRD GRADE TEACHERS' CERTIFICATES.

No certificate is worth an offense against conscience.

### REGULATIONS.

1. Questions must be kept exclusively in the hands of the Examiner until the minute for examination on that subject. Seals to every inclosure must be broken in the presence of examinees.

2. The whole time for examination is limited to three days and the subjects must be taken in the following order: Orthography, History, Arithmetic, English Grammar, Composition, Geography, History, Physiology, Theory and Practice, Algebra, Physical Geography, Civil Government.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. Duties.—Every examinee must supply himself with canvas paper, must write in a legible hand with pen and ink, must work in full view of other examinees, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. Prohibitions.—During the examination on any subject there must be no violation of any of the following:

(1) No examinee shall be seated so that it is possible for him to read another's writing; (2) shall have in his possession any book, note-book, or other thing from which help may be obtained; (3) shall speak to another person; (4) shall overlook another's work; (5) shall ask the examiner the meaning of any question; (6) shall leave his seat without permission; (7) shall leave the room more than once, or remain out longer than ten minutes; (8) shall pass, or throw anything about the room; (9) shall place on any paper any mark calculated to disclose its author.

Violation of any of these prohibitions will be deemed sufficient cause for excluding any paper from the Grading Committee, or for throwing out a whole county examination.

### Orthography.

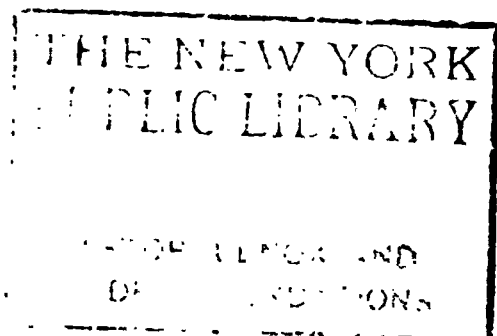
(From Reed's Word Lessons.)

1. Mark the vowels in the following words:—fall, for, rude, care, firm, last, what, term, push, there. 1 credit each

2. Syllabicate and mark the accented syllables in the following words:—placard, lucrative, irreparable, programme, hyperbole, aspirant, inquiry, franchisement, maniacal, complaisance. 1 credit each.



PLATE 11—FLORIDA AGRICULTURAL COLLEGE, FLAGLER GYMNASIUM.



3. In each of the following pairs of words, (a) What name expresses their relation? (b) Define each word:—principle, principal; seed, cede; bring, fetch; seem, appear; black, white; good, bad. 10 credits.

4. What are primitive, derivative and compound words? Illustrate each with three examples. 10 credits.

5. Make a list of all the equivalents of long e and of long a, giving an illustration of each. 10 credits.

6. Give five prefixes and five suffixes in common use, and illustrate each by the formation and definition of a word. 1 credit each.

7. Analyze and define the following words:—inflexibility, extraordinary, infallible, coordination, prerequisite. 2 credits each.

8-10. Spell correctly the following words written phonetically:—har-as, batch-e-ler, can-sel, va't, klam-er, si-kol-o-jy, kan-sel, E-jip-shan, kon-ker, kon-seed, ap-ro-po, as-ser-tane, sur-jun, dis-si-plin, lat-tis, un-kon-shus, es-sen-shal, unk-shun, eks-ter-pa-shun, fa-see-shus. 1½ credits each.

### Reading.

1. Name five common defects in the reading of pupils, from your own observation. 10 credits.

2. Suggest a definite method for the correction of each of these defects. 10 credits.

3. Discuss the relation of punctuation marks to reading, and the way you would instruct pupils to observe them. 10 credits.

4. How would you make reading lessons develop the imagination of the child? 10 credits.

5. Define (a) expression, (b) emphasis, (c) force, (d) articulation, (e) pronunciation. 1 credit each.

6. Name some book you have read within a year, and discuss it (in not more than a hundred words), so as to show that you have read it. 10 credits.

7-10. Read the following to the examiner:

**Note to Examiner.**—Examinees should be required, one at a time, to read these selections in a separate room or at a distance from other examinees, and in a low voice, so that others shall not be aided or disturbed. Grade each "selection separately; on pronunciation, 5 credits; articulation, 5 credits; expression, 10 credits. Record grades and send to Grading Committee so as not to disclose names of examinees.

"Our business in life is not to get ahead of other people, but to get ahead of ourselves. To break our own record, to outstrip our yesterdays by to-days, to bear our trials more beautifully than we ever dreamed we could, to whip the tempter inside and out as we never whipped him before, to give as we never have given, to do our work with more force and finer finish than ever—this is the true idea—to get ahead of ourselves. To beat some one else in a game, or to be beaten, may mean much or little. To beat our own game means a great deal. Whether we win or not, we are playing better than we



ever did before, and that's the point after all—to play a k  
 many

“What does he plant who plant's a tree?  
 He plants a friend of sun and sky;  
 He plants the flag of breezes free;  
 The shaft of duty towering high.  
 He plants a home to heaven and  
 For song and mother croon of bird  
 In hushed and happy twilight heard—  
 The treble of heavens harmon;

### Arithmetic.

**Solutions** must be given; answers only cannot be accepted. Met  
 solution must be counted in grading each example.

NOTE.—Ten possible credits for each example.

(From Milne's Standard Arithmetic.)

1. The dividend is 5.103791, the remainder is .289, and quotient is .1306. Find the divisor.

2. The sum of two numbers equals  $5\frac{3}{7}$ , and one of them difference between  $\frac{94\frac{3}{10}}{11}$  and  $\frac{221}{9}$ . What is the other number?

3. A and B together can do a piece of work in 15 days. can do only 3-5 as much as B, how long would it take ea them to do the work?

4. At 32 cents per cu. ft. how much must be paid for bu the walls of a cellar that is 45 feet long and 37 feet wide walls to be 9 ft. high and  $1\frac{3}{4}$  feet thick, no allowance for ings.

5. A grocer expended \$36.48 for vegetables, which was per cent. more than he expended for butter and eggs. much did he expend for all?

6. Find the cost of a draft on Boston for \$1750, payal days after date, exchange being at  $1\frac{1}{4}$  per cent. discoun interest at 7 per cent.

7. A cord 20 feet long is fastened to the top of a pole 1 high. How far from the foot of the pole will it touch ground?

8. At 60 cents per bushel, what will be the value of product of 14 acres of corn which produces 28 bu. 3 pk. 1 pt. to the acre?

9. A grocer lost 8 per cent. by selling 56 pounds of butt \$1.12 less than cost. What did it cost him p pound?

10. Which is better for me, to buy 6 per cent. bonds per cent., or to invest my money in mortgages bearing cent.? How much better is it?

### English Grammar.

(From Metcalf's Grammar.)

1. What determines the classification of a word? Prov  
 answer. 10 cre

2. (a) What is inflection and what is its use? Give :  
 possible inflections of goose. 10 cre

3. Classify clauses with regard to use and illustrate each class by a sentence. 10 credits.

4. Write the plural of each of the following: alto, chief, stratum, beau, bureau; and the possessive singular of each of the following: whom, fox, they, cherubim, phenomena. 1 credit each.

5. Distinguish between shall and will; (a) in declarative sentences, (b) in denoting determination, (c) in asking questions. 10 credits.

6. Give a synopsis of have with ~~be~~ ~~is~~ ~~are~~ the modes and tenses, active and passive. 10 credits.

7. Write sentences illustrating three uses of the infinitive. 10 credits.

8. Analyze or diagram the following sentence:

"When a man is tired of what he is, he sets up for what he is not." 10 credits.

9. Explain the use of each is in above sentence. 10 credits.

10. Parse the following words of the sentence given above: when, tired, what (first), up, not. 2 credits each.

### Composition,

(From Swinton's New School Composition.)

1. Give five rules for the use of capitals, and five for the use of comma, illustrating each with a sentence. 10 credits.

2. Name six figures of speech, and illustrate each. Distinguish between metonymy and synecdoche. 10 credits.

3. Render the following passages more effective by variations in the forms of expression, explaining in each case what form of variation is used: (a) The scenes of my childhood are dear to my heart. (b) There is water everywhere about me, but there is none which I can drink. (c) Diana of the Ephesians is great. (d) Man is a wonderful piece of work. (e) The sluggard would do well to ponder upon the industrious habits of the ant, and would gain wisdom by so doing. 4 credits each.

4. "In the society of Mr. Rugg, who had a round, white visage, as if all his blushes had been drawn out of him long ago, and who had a ragged yellow head like a worn-out hearth-broom, and in the society of Miss Rugg, who had little nankeen spots, like shirt buttons, all over her face, and whose yellow tresses were rather scrubby than luxuriant, Mr. Pancks had usually dined on Sundays for some years, and had twice a week or so, enjoyed an evening collation of bread, Dutch cheese, and porter." (Charles Dickens.) (a) What kind of a sentence is the above? (b) Write it in simple sentences. (a) 2. (b) 7 credits.

5. What three qualities of a sentence, with regard to its construction, are essential to a good style? Define each. 10 credits.

6-10. Make an outline and write an essay of from 300 to 500

words on one of the following topics: (a) Recent progress public education. (b) American control in the Philippines (c) The necessity of a high school in every county. (d) What our schools most need. 40 credits

### Geography.

(From Redway's Geography.)

1. (a) Name the five zones and give the width of each degrees. (b) What is the basis of this division of the surface of the globe into these zones? 5 credits each

2. Starting from Chicago and traveling entirely by water, what waters would you sail in order to reach Vienna? 10 credits

3. Name and locate all the mountain systems of North and South America. 10 credits

4. Write the names of all the countries of Europe in a column and opposite each its capital and form of government. 10 credits

5. (a) Why are most of the towns in the United States in the Northeastern part? (b) What nation controls the Suez Canal? What waters does it connect? 5 credits each

6. Name the seven great industries of the world and give the rank of the United States in each of them. 10 credits

7. What part of the United States has the least rainfall, and why? 10 credits

8. Name two States of the cotton region; two of the grain section; two of the manufacturing section; two Florida counties of the present orange section; two of the phosphate section. 1 credit each

9. (a) Where would a meridian passing through Key West intersect South America? (b) Where would a parallel of latitude passing through Tallahassee intersect the Eastern Hemisphere? 5 credits each

10. Write about 150 words on the resources and industries of Florida. 10 credits

### United States History

(From Fields' U. S. Grammar School History and Florida Histories.)

1. Write about one hundred words descriptive of the explorations of some Spanish explorer in America. 10 credits

2. When, where, and by whom was the first permanent settlement made within the present limits of the United States? The second? The third? 10 credits

3. Tell concerning each of the five most important acquisitions of territory by the United States the following: (a) Date (b) from whom acquired, (c) how acquired, (d) price or other consideration of transfer, (e) States or territories since established in the territory acquired. 10 credits

4. Name four great generals of the Civil War and briefly outline the operations of each. 10 credits

5. What questions were settled by the war of 1812?  
10 credits.
6. Tell what is meant by each of the following great issues in American politics, and name one of the greatest advocates of each: (a) Nullification, (b) Civil Service Reform, (c) Gold Standard, (d) Protective Tariff, (e) Abolition.  
2 credits each.
7. Name the territory acquired by the United States as a result of the Spanish-American War, and give the present form of government established in each.  
10 credits.
8. Outline the causes and name the most important battles of the Seminole War.  
10 credits.
9. Give the date and circumstances of the founding of Jacksonville, of Palatka, of Key West.  
10 credits.
10. Explain the relation of Florida to the election of President Hayes in 1876.  
10 credits.

### Physiology

#### (Steele's Hygienic Physiology.)

1. Locate and describe four kinds of joints in the human body.  
10 credits.
2. What is a tendon, a ligament, a tissue, a membrane?  
10 credits.
3. (a) How does the blood get from the arteries to the veins?  
(b) From the veins to the arteries?  
5 credits each.
4. Describe the action of the saliva, gastric juice, pancreatic juice, bile.  
10 credits.
5. Describe the ear, and name the function of each part.  
10 credits.
6. (a) Name the several organs of the nervous system, (b) Name the parts of each organ. (c) Give the functions of each organ.  
10 credits.
7. What should be the immediate treatment (a) in case of a severe cut on the foot? (b) in case a child has swallowed potash? (c) in case of fainting?  
10 credits.
8. Explain the nature of the stimulation following the use of alcohol, and describe the causes and after effects of this stimulation.  
10 credits.
9. What is the best preventive of typhoid and similar fevers? How are malarial fevers communicated?  
5 credits each.
10. Define the following terms: anatomy, physiology, hygiene, respiration, digestion, cell tissues, sensory nerves, lesser circulation, lymph, plasma.  
10 credits.

### Theory and Practice

#### (From White's Art of Teaching.)

(10 credits each.)

1. Name the fundamental ends of teaching and discuss the necessity of each.
2. Give the principles corresponding to the above fundamental ends, and discuss the importance of each as the basis for a system of teaching.

3. Name and explain each one of the trinity of teaching processes.

4. Name, define and discuss the special uses of each of the methods of instruction.

5. Describe the teacher's preparation which is requisite successful oral instruction.

6. Name three methods of calling on pupils in class, give the advantages of each method.

7. What principle should guide in the selection of read matter, especially in the higher grades?

8. What should be the end of every primary teaching exercise which leads to any knowledge?

9. State the two chief ends to be attained in elementary language training, and the guiding principle which should underlie this work.

10. Outline briefly the work you would do with primary classes in geography.

## FOR FIRST GRADE TEACHERS' CERTIFICATE

### Algebra

(From White's School Algebra.)

10 possible credits for each example.

1. Divide  $\frac{1}{2}x^3 + \frac{1}{4}x - \frac{1}{8}$  by  $\frac{1}{2}x^2 + \frac{1}{4}x + \frac{1}{8}$ .

2. (a) Name all the circumstances under which  $a^n + b^n$  is divisible by  $a + b$  and  $a - b$ .

(b) Under what circumstances is  $a^n - b^n$  divisible by  $a + b$  and  $a - b$ .

Make your answers complete and illustrate by example.

3. (a) Give all the factors of  $8a^6 - 27b^6$ .

(b) Give all the factors of  $x^4 + 7x^3 + 9x^2 - 7x - 10$ .

4. Find the highest common factor and the least common multiple of  $x^5 - 2x^3 - x^2$  and  $x^3 + 2x^2 + 2x + 1$ .

5. Simplify  $\frac{x}{x^2 - x - 20} + \frac{x}{x^2 - 8x + 15} - \frac{x}{x^2 - 9x + 20}$ .

6. Solve the equation:

$$\frac{1}{x} + \frac{1}{y} = a,$$

$$\frac{1}{x} - \frac{1}{y} = b.$$

7. A man has two horses, and also a saddle worth \$10. If he puts the saddle on the first horse, his value will be double that of the second horse; but, if he puts the saddle on the second horse, his value will be \$13 less than that of the first. What is the value of each horse?

8. Find the square root of

$$\frac{1}{4}x^4 + \frac{1}{2}x^2y + \frac{1}{4}x^2 + \frac{1}{8}y^2 + y + \frac{1}{8}.$$

9. Solve:  $\sqrt{2x+1} = \frac{x+2}{\sqrt{2x+1}} + 1$

10. A grain of wheat produced 50 sound grains. These again being sown produced a crop of 2500 grains. Of how many grains would the sixth crop consist, if each yearly increase was at the same rate?

### Physical Geography

(From Houston's New Physical Geography.)

1. Discuss the cause of the seasons. 10 credits.
2. (a) What are the uses of the atmosphere? (b) What are isothermal lines? (c) Name and define the different kinds of clouds. 10 credits.
3. (a) What are anti-trade winds? (b) What are cyclones? (c) What are monsoons? (d) How is twilight caused? (e) How is thunder caused? 2 credits each.
4. (a) Compare the oceans in respect to size and depth. (b) What are sub-marine plateaus? 5 credits each.
5. (a) What is the cause of the saltiness of the sea? (b) What is the cause of tides? 5 credits each.
6. Name and locate the principal mountain systems of each of the continents. 10 credits.
7. (a) How are earthquakes caused? (b) What parts of the earth are more subject to volcanoes? (c) Locate a recent and very destructive volcanic eruption in the Western Hemisphere. (a), (b), 4 credits each; (c), 2 credits.
8. What relations exist between the animal and vegetable kingdoms? Give illustration. 10 credits.
9. Discuss the natural causes which influence the distribution of plants and animals. 10 credits.
10. What physical conditions favor the rapid and sure development of civilization? Where are these conditions found? 10 credits.

### Civil Government

(From Townsend's Shorter Course.)

(10 credits each.)

1. Name five rights guaranteed by the United States Constitution to every prisoner at the bar.
2. How and why does the Constitution guard against the Senate of any one Congress being composed entirely of new members?
3. From what sources does the United States derive its revenues?
4. (a) Give the various methods of electing a President. (b) Give the titles of the cabinet officers in order of their succession to the Presidency.
5. Who is the presiding officer of the House of Representatives of the United States? How is he chosen?
6. Define treason, tariff, veto, export, habeas corpus.
7. How are territories represented in Congress.
8. State all the divisions of this State for elective purposes.
9. How may money be legally paid out of the State Treasury?
10. Give a list of all the educational institutions supported by this State.

## Arithmetic

**Solutions must be given; answers only cannot be accepted. Mark of solution must be counted in grading each example.**

**NOTE.—Ten possible credits for each example.**

(From Milne's Standard Arithmetic.)

1. A farmer exchanged 108 bushels of corn, worth 65 cents a bushel, for an equal number of bushels of rye, worth 75 cents a bushel, and oats, worth 55 cents a bushel. How many bushels of each did he receive?

2. A cistern, which holds 240 gallons, is empty. It has a supply pipe which will fill it in ten hours, and a discharge pipe which will empty it in six hours. If the supply pipe has been running into it for 6 hours, and then both pipes are opened, what time will it empty?

3. Reduce  $\left[ \frac{2\frac{3}{4}}{4\frac{3}{8}} \div \frac{3\frac{1}{8}}{1\frac{1}{4}} \right] \times \frac{8}{9} + .01$  to a decimal.

4. There is a wire fence inclosing a circular field 80 rods in diameter. What will be the area, in acres, of a square field which the same fence will exactly inclose?

5. What is the duty on 36 pieces of Brussels carpet of 60 yards each, invoiced at 45 cents per yard, the specific duty being 10 cents per yard, and the ad valorem duty 35 per cent?

6. What must be paid for a draft of \$550, at 30 days sight, change being at  $\frac{5}{8}$  per cent. premium, and interest at 6 per cent.?

7. A miner sold to a broker 2 pounds of gold dust at \$20 per pound avoirdupois, and the broker sold it at \$16 per ounce Troy. Did he gain or lose, and how much?

8. A cubical bin 5 feet long will hold 100.44 bushels. How much will a cubical bin 20 feet long hold?

9. If a cubic inch of water weighs 252.96 gr., and iron is 7 times as heavy as water, what will be the weight of a solid iron cannon ball?

10. The sides of a triangular lot are  $115\frac{1}{2}$  feet, 128 feet, and  $134\frac{3}{4}$  feet long. How many rails of the greatest length possible will be needed to fence it, the rails lapping six inches at each end, and the fence to be 7 rails high?

## English Grammar

(From Metcalf's Grammar.)

1. Give an exact definition of each of the following words used in grammar: declension, comparison, conjugation, derivation, parsing. 2 credits

2. (a) Classify the following sentence: (b) Make a list of the clauses, telling the kind of each and what each modifies.

"If thou art worn and hard beset

With sorrows that thou wouldst forget,—

If thou wouldst read a lesson that will keep

Thy heart from fainting, and thy soul from sinning

Go to the woods and hills!" (a) 2, (b) 8 credits

3. Parse in full the ten words in black in above sentence. 1 credit

4. Construct sentences illustrating five different uses of noun clauses, naming and explaining each use. 10 credits.

5. Write two sentences, one containing a restrictive clause, the other a non-restrictive clause. Explain the punctuation. 10 credits.

6. What three parts of speech are used as connectives? Illustrate each use by a sentence. 10 credits.

7. Name all three parts of speech, and after each, in the order used in parsing, all the properties and accidents to which each is subject. 10 credits.

8. Diagram and analyze the following sentence: "Next to the illusion that money can confer happiness, is the illusion that the giving of money is the only form that practical helpfulness can take." 5 credits each.

9. Correct whatever is incorrect in the following sentences:

(a) These sort of cranges are not as sweet as them.

(b) Do set down and rest yourself.

(c) I have lain my book on the table.

(d) He looks badly after his attack of fever.

(e) He learns his pupils many valuable lessons.

2 credits each.

10. Give a synopsis of hear with he in all the modes, tenses and voices. 10 credits.

### United States History

(From Field's U. S. Grammar School History, and Florida Histories.)

1. What nation settled each of the following colonies, and what was the principal motive for the settlement in each case?

(a) Massachusetts, (b) New York, (c) Delaware, (e) Virginia, (f) Georgia, (g) Florida, (h) Louisiana. 10 credits.

2. Give a brief sketch of the settlement of Pennsylvania, discussing the relations of the Pennsylvanians with the Indians as compared with the other colonies. 10 credits.

3. Discuss the life and measures of Alexander Hamilton, telling particularly what succeeding generations owe to him. 10 credits.

4. Beginning with the administration of Washington, state in order the most important financial issues of the United States and name the leading advocate and the leading opponent of each. 10 credits.

5. Name the decisive battle in each of the following wars and give your reason for your answer. (a) French and Indian War, (b) Revolutionary War. (c) War with Tripoli, (d) Mexican War, (e) Civil War. Spanish-American War. 10 credits.

6. Outline briefly the several important campaigns of Gen. Grant in the Civil War and tell what he accomplished by each. 10 credits.

7. Tell what is meant by each of the following: (a) Orders in Council, (b) Virginia and Kentucky Resolutions, (c) Credit Mobilier, (d) Spoils System, (e) Alabama Claims. 10 credits.



8. Name each place that has served as the capital of Florida, giving the date and occasion of such service. 10 credits.

9. Discuss the circumstances of the relations of each of the following to the history of Florida; two Presidents, the Prince of Naples; a renowned French soldier of the American Revolution. 10 credits.

10. Give an account of the three most important banks organized in Florida during the "thirties," and the relations of the Territory with them at that time and later. 10 credits.

NOTE; [The question in orthography, reading, composition, geography, physiology, and theory and practice of teaching are the same for first grade as used for second and third grade certificates.]

## Questions for State Certificates.

### NOTICE TO EXAMINEES.

1. A fee of one dollar, not returnable, and an endorsement of good character, must be handed the examiner.

2. Use legal cap paper, pen and ink; number and letter answers to correspond with questions; fasten together all papers on the same subject.

3. The whole examination must be completed within one year, or no credit will be allowed on any subject passed on longer than twelve months.

"Too low they build who build beneath the stars."--Young.

### LITERATURE.

(From Trimbles' Short Course in Literature.)

1. (a) Give the origin of the English Language; (b) What was the Anglo-Saxon Chronicle? By whom was it instigated? When discontinued? What does its close mark? 5 credits each.

2. Give the noted events of the "Revival of Learning," with approximate dates. (b) Name the principal literary productions of the period with their authors, and tell the tragic end of one of these authors. 5 credits each.

3. (a) Name three distinct classes or periods in Milton's productions, his aim and masterpiece of each. (b) Name the author and the object of "Hudibras." (c) Couple the names of the principal theologians of that age with their principal works. 3 1-3 credits each.

4. (a) Give the names of four of the most vigorous prose writers and three leading poets of the Augustan age with the titles of the best productions of each. (b) What two reigns embraced in this age? (a) 7; (b), 3 credits.

5. Write a brief sketch of the two writers who gave names to the age 1800-1832. 5 credits each.

6. (a) Name the "Lake Poets" and tell why they were so called. (b) Write briefly of the most brilliant prose writers of this age. 5 credits each.

7. (a) What dates embrace the Victorian Age? (b) Of this age, name three each of the most celebrated poets, novelists, philosophers, (or writers on science), historians. (a) 2, (b) 2 credits.

8. (a) In what respects does American literature differ from that of any other nation? (b) Name as many writers as you can of "Colonial Period," coupling with each the titles and character of some of his productions. 5 credits each.

9. (a) Name the principal writers of the "Irving Age." (b) Write a brief sketch of two of them. (a) 2; (b) 4 credits each.

10. Name the author and quote from sufficiently to show that you have read each of the following: *Evangeline*, *Thanatopsis*, *Snow-Bound*, *The One-Hoss Shay*, *Sheridan's Ride*, *The Twice-Told Tales*, *Biglow Papers*, *The National Ode*, *The Proud Miss MacBride*, *Each and All*. 1 credit each.

## PSYCHOLOGY.

(From Halleck's *Psychology and Psychic Culture*.)

1. Discuss the nervous system, showing its functions and their importance, also the relation between age and brain growth. 10 credits.

2. (a) Define consciousness, and illustrate with a diagram a threefold classification of the functions of the mind. (b) Tell what attention is, and give some of its most important laws. 5 credits each.

3. State the functions of perception, and tell how it may be cultivated. 10 credits.

4. Show the relation of memory to perception, and give the different kinds of memory. 10 credits.

5. Tell briefly ten ways of cultivating memory, and give remedies for mind wandering. 10 credits.

6. (a) What is thought? (b) Give the various steps leading to a finished product of thought. 5 credits each.

7. Discuss briefly five rules or ways of cultivating thought, and the time for thought culture. 10 credits.

8. (a) Distinguish between sensation and feeling; between emotion and feeling. (b) Classify the emotions. 5 credits each.

9. Define will; show its different types and differentiate it from other mental powers. 10 credits.

10. (a) Discuss five ways or means of cultivating the will. (b) Explain its influence in the development of character. 5 credits each.

## RHETORIC.

(From Williams' *Composition and Rhetoric*.)

1. Define and illustrate each of six kinds of sentences according to rhetorical classification. 10 credits.

2. Define style, discuss its importance and the means of attaining a good style. 10 credits.

3. Name and define each of the divisions of diction, and give the rules for attaining rhetorical purity. 10 credits.

4. Define and give rules for promoting or attaining each sentences; clearness, strength, unity, elegance. 10 credits.

5. State the principles that should be observed in the construction of paragraphs. 10 credits.

6. Give and illustrate four ways of attaining variety of expression. 10 credits.

7. Construct sentences illustrating ten figures of speech, underscoring and naming each figure. 1 credit each.

8. Explain and distinguish between the rhetorical values simile, metaphor, allegory, personification, metonymy. 2 credits each.

9. (a) Arrange into three classes the qualities of style; (b) define perspicuity and tell the ways of attaining it. 5 credits each.

10. Name five kinds of prose composition, and point out the distinguishing characteristics of each kind. 2 credits each.

## GEOMETRY.

### From White's Elements of Geometry.

1. Define plane, plane figure, plane geometry, geometrical magnitude, proposition, theorem, problem, corollary, postulate, scholium. 2 credits each.

2. (a) Draw, name, and tell the distinctive features of each kind of triangle; (b) each kind of quadrilateral. 10 credits each.

3. Prove: The sum of the squares of any two sides of a triangle is equivalent to twice the square of the median to the third side plus twice the square of half this side. 20 credits.

4. Prove: A circumference can be divided into 5, 10, 20, .. equal arcs. 20 credits.

5. Prove: A triangular pyramid is one third of a triangular prism having the same base and altitude. 20 credits.

## TRIGONOMETRY.

### From Wentworth's Plane Trigonometry.

1. (a) Define the trigonometric ratios. (b) Find the ratios for angles 30 degrees and 45 degrees. (c) How may the trigonometric function of an angle 60 degrees be found from an angle of 30 degrees? (a) 8; (b) 8; (c) 4 credits.

2. Derive these formulae:

$$(a) \sin(x+y) = \sin x \cos y + \cos x \sin y.$$

$$(b) \cos(x+y) = \cos x \cos y - \sin x \sin y.$$

$$(c) \tan(x+y) = \frac{\sin(x+y)}{\cos(x+y)} = \frac{\sin x \cos y + \cos x \sin y}{\cos x \cos y - \sin x \sin y} = \frac{\tan x + \tan y}{1 - \tan x \tan y}.$$

$$1 - \tan x \tan y.$$

6 2-3 credits each

3. (a) Prove that the sides of a triangle are to each other as the sides of the opposite angles.

(b) Prove that the square of any side of a triangle is equal to the sum of the squares of the other two sides, diminished by twice the product of the two sides multiplied by the cosine of their included angle. 10 credits each.

4. The angle of elevation to the top of a vertical wall of a tower is 20 degrees 10.4 min., and the angle of depression to the bottom is 10 degrees 11.6 min., the horizontal distance from the observer to the wall being 250 feet. Find the height of the wall. 20 credits.

5. Solve either one: (a) A ship B is 12 miles S. 45 degrees west of a light house A and sails S. 50 degrees east to C, a distance of 15 miles. Find its distance from the light house.

(b) A tower 160.43 feet high is situated at the top of a hill; 600 feet down the hill the angle between the surface of the hill and a line to the top of the tower is 8 degrees 40.4 min. Find the distance to the top of the tower and the inclination of the ground to a horizontal plane. 20 credits.

## GENERAL HISTORY.

(From Myers' General History.)

1. Give the chief families and peoples of the Turanian and Caucasian races. 10 credits.

2. Discuss the education, the religious, and the non-intercourse policy of China. 10 credits.

3. Relate the career of Darius I. 10 credits.

4. Write of the social position of woman and of slavery in Ancient Greece. 10 credits.

5. Tell what led the Angles and Saxons to Britain, and sketch their subsequent history. 10 credits.

6. Give the origin, the teachings, and the advantages of Monasticism. 10 credits.

7. Write the origin, the ceremonies, and the influence of Chivalry. 10 credits.

8. Give an account of the Massacre of St. Bartholomew's Day. 10 credits.

9. Relate briefly the history of England in the time of Oliver Cromwell. 10 credits.

10. State the causes and the results of the Franco-Prussian War. 10 credits.

## ZOOLOGY.

(From Packard's Briefer Course Zoology.)

1. Write the full zoological classification of an Angora cat. 10 credits.

2. Write the names of the eight branches of the animal kingdom and name an animal belonging to each. 10 credits.

3. Describe some Infusorian, and tell how the vital processes and reproduction are effected. 10 credits.

4. Give the general character of some porifera, and tell how it grows. 10 credits.
5. Classify coral polyps and tell how they grow. 10 credits.
6. Give the classification of common earth-worms, and tell of their reproduction, some of their habits and benefits. 10 credits.
7. Name some well known mollusca, give its full zoological classification, and describe its anatomy. 10 credits.
8. Describe the structure of some typical insect which you have dissected. 10 credits.
9. Trace the development of the respiratory process through the eight branches of animals. 10 credits.
10. Give the classes of vertebrates and their distinguishing characteristics. 10 credits.

## BOTANY.

(From Gray's Field, Forest and Garden.)

1. Give the basis for the classification of plants. 10 credits.
2. Name all the parts of a flax plant in the order of their development, from germination to fruitage. 10 credits.
3. Classify leaves as to venation, shape, and margin; illustrate each with a drawing. 10 credits.
4. Describe three distinct classes of buds. 10 credits.
5. Give the botanical classification of an orange, a peach, a strawberry, an Irish potato, a pineapple. 2 credits each.
6. Describe the special function of each of the following kinds of roots and name a plant having each: Tap, multiple primary, secondary, fibrous, fleshy, napiform, fusiform, fascicled, aerial, root-hairs. 1 credit each.
7. Describe some of the ways by which the flowers of plants are fertilized. 10 credits.
8. Explain the following terms as applied to stems: Herbaceous, diffuse, decumbent, assurgent, culm, caudex, stolon, offset, rootstock, arboreous. 1 credit each.
9. Give complete classification of each of the following plants: Onion, apple, watermelon, plum, walnut. 2 credits each.
10. Write an essay of 100 words or more descriptive of fungi. 10 credits.

## PHYSICS.

(From Avery's Elementary Physics.)

1. Give the three laws of falling bodies. 10 credits.
2. A stone is thrown horizontally from the top of a tower 257.28 feet high, with a velocity of 6 feet a second. How far from the tower will it strike the ground. 10 credits.
3. (a) Give the two laws of simple machines. (b) In one of a false balance, a ball of butter weighs 1 lb. 9 oz; in other 2 lb. 4 oz. Find the true weight. 5 credits each.

4. (a) Explain atmospheric pressure and the uses of the barometer. (b) What is the weight in pounds of the air in a room 30 by 20 by 10 feet? 5 credits each.
5. Define sound, explain its media, and tell how it is propagated. 10 credits.
6. (a) Explain fully how velocity of sound depends upon the sound medium. (b) Illustrate the meaning of reflection and refraction of sound. 5 credits each.
7. (a) Explain the terms; temperature, absolute zero, conductivity of fluids, vaporization, latent heat. (b) Change Centigrade 37 degrees to Fahr. 5 credits each.
8. (a) Explain reflection of radiant energy and give the law. (b) Illustrate the meaning of refraction of radiant energy and state the laws. 5 credits each.
9. (a) Give the two kinds of electricity, and tell how you detect each. (b) Define volt, ampere, joule, and watt. (c) Describe the voltaic cell. 3 1-3 credits each.
10. (a) Give the three laws of magnetic poles. (b) Describe briefly the dynamo. 5 credits each.

### LATIN.

1. Translate into good English—not too liberal:

**E**o concilio dimisso idem principes civitatum, qui ante fuerant, **a**d Caesarem reverterunt petieruntque, uti sibi secreto de sua **o**mniumque salute cum eo agere liceret. Ea re impetrata sese **o**mnnes flentes Caesari ad pedes prolecerunt: Non minus se id **c**ontendere et laborare, ne ea, quae dixissent, enuntiarentur, **q**uam uti ea, quae vellent, impetrarent, propterea quod, si **e**nuntiatum esset, summum in cruciatum se venturos viderent. —De Bello Gallico, Lib. I, Cap. XXXI. 10 credits.

2. Tell which of the above is indirect discourse, and explain the grammatical difference between it and direct discourse. 5 credits.

3. Write the principal parts, in the voice in which each word is used, of the first ten verbs (including participles), and tell of each its voice, mood, tense, person and number, also the gender and case of participles. 1 credit each.

4. Give the reason for the use of each subjunctive and Infinitive in above selection, and the word requiring or controlling it. 10 credits.

5. Decline eo, re, pedes, cruciatum, venturos. 1 credit each.

6. Give three English words derived from each of the following, writing before each word the stem from which formed; as from viderent supine stem vis—comes vision; dimisso, reverterunt, petierunt, agere, prolecerunt, contendere, dixissent, enuntiarentur, vellent, venturos. 1 credit each.

7. Tell the kind of verb each is, and write through all the moods and tenses of the active voice, in same person and number used above, a synopsis of liceret and vellent.

8. Make an interlinear translation \* into good idiomatic English of the following:

Hic Priamus, quamquam in media iam morte tenetur,  
 Non tamen abstinuit, nec voci iraque pepercit;  
 At tibi proscelere, exclamat, pro talibus ausis,  
 Di, si qua es. caelo pietas, quae talia curet,  
 Persolvant grates dignas et praemia reddant  
 Debita, qui nati coram me cernere letum  
 Fecisti et patrios foedasti funere vultus.  
 At non ille, satum quo te mentiris, Achilles  
 Talis in hoste fuit Priamo; sed iura fidemque  
 Supplicis erubuit, corpusque exsanguie sepulcro  
 Reddidit Hectoreum, meque in mea regna remisit.

Vergilii Aeneidos, Lib. II, Lines 533-543. 20 credits.

9. Parse, giving all the properties and the syntax, of each of the following words used above: Voci, tibi, curet, debita, nati, foedasti, funere, satum, quo, sepulcro.

1 credit each.

10. Translate into Latin:

(a) The ambassadors left their homes with the design of asking Caesar to appoint a day for a council of all the states of Gaul.

(b) There were two parties in Gaul that contended for the mastery, one of which invited the Germans to cross the Rhine.

5 credits each.

\* An interlinear translation is that in which the Latin, rearranged, is written in line above and the equivalent English in proper order in line below, both so spaced as to show the force and meaning in English of each Latin word.



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## CHAPTER VII.

# STATE SCHOOLS.

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While all the Educational Institutions maintained by the State have been visited by me during the biennium it has been impossible for me to do this as often or to inspect them as thoroughly as is probably contemplated in the statutes. However, I have been able to keep in close touch with all these schools, and my observation enables me to report that their management, in general, has been excellent and that all has been accomplished that could be expected under the circumstances.

The improvement in plant and equipment since the last report has been considerably greater than in any former biennium. Most of these improvements have been the result of the liberal appropriations made at the last session of the Legislature, and it is with pleasure that I am able to report that I believe all expenditures have been made as wisely as was possible.

In attendance, the progress of most of the schools is marked. The general character of the instruction has improved with improved conditions, and the outlook for the usefulness of these institutions was never brighter.

I still adhere to the opinion expressed in previous reports, that Florida is, in a measure, dissipating her resources in too many schools endeavoring to do practically the same kind of work. As the State develops and the character of the education in each of these schools approaches that of most the progressive institutions elsewhere, the continuous increase of expenditure for each must be expected and provided for. The only alternative—that these schools should drag along doing inferior educational work because of insufficient support—I do not anticipate.

It is no reflection upon the management of these schools that they should be doing preparatory work to a large extent. It is a heavy burden imposed upon them by an unfortunate condition. If other agencies were properly fitting and directing to them a sufficient supply of well trained youth, prepared to take up, without readjustment

and long preparatory training, the class of study the schools were intended to afford, they would be enabled concentrate their efforts on the higher grade instruction and would then compare creditably with schools of similar equipment and income anywhere.

The necessity for this relief is shown by the following table showing the classification of students during past year:

#### ENROLMENT IN COLLEGE CLASSES.

	Regular.	Irregular.
Florida State College.....	53	2
East Florida Seminary.....	*52	
Florida Agricultural College....	61	1
So. Florida Military & Ed. Institute, **51		
Total as Reported.....	217	3
*Irregulars not given. **Includes total enrollment.		

#### ENROLLED IN NORMAL CLASSES.

*(Including academic work of high school grade or low*

	Regular.	Spring Term
Florida State College.....	22	65
East Florida Seminary.....		55
State Normal School.....	111	8
State Normal & Ind. School (Colored) .....	47	26
St. Petersburg Normal & Ind. School .....	12	
Total as Reported.....	192	154

#### ENROLLED IN PREPARATORY CLASSES.

*(High School in grade or lower.)*

Florida State College.....	
East Florida Seminary .....	
Florida Agricultural College.....	
State Normal and Industrial School, (Colored)....	
Total, .....	1
Whole number enrolled,.....	1

It will then be seen that of the 1106 students enrolled in the 7 State Institutions less than one-fifth are classified as regular college students. If a uniform gradation were adopted, excluding all instruction not above the usual twelfth grade, or fourth high-school grade, it is probable that this number would be reduced at least one-half. The 192 regular students pursuing regular normal courses are doubtless the most profitable to the State, but their instruction consists of five parts ordinary high school instruction to one part normal. With proper academic training furnished by the counties, a much superior normal training could be given with less than half the time and cost now required. It is due to these institutions that steps be taken to relieve them of the burden of more than 50 per cent of preparatory work, so that they may be able to devote their energies to their proper sphere. Provision should also be made to avoid competition among them or any uncertainty as to the definite work each is expected to perform. The short normal courses should be especially provided for, so as not to overburden the instruction during the Spring months;

The foregoing remarks apply to conditions which affect all the institutions. They will now be considered individually

*The Florida State College.*—The Legislature of 1901 appropriated for this institution (then known as the West Florida Seminary) \$5,000 for each year for current expenses; \$15,000 for building dormitories, and \$1,500 for other specified improvements. That the amounts were expended to good advantage is shown by the two handsome dormitories and numerous minor improvements. No statement of financial conditions has been submitted in response to my request and hence I am not able to transmit same.

The growth of this school has been quite remarkable. From 177 pupils enrolled in 1900, the attendance has risen to 252 in 1902, with every probability of 300 or more in 1903, which appears to clearly demonstrate the correctness of my repeated assertions that the erection of dormitories would be the surest means of making this more than a local school.

While the Boards of Trustees will make known their needs in detail, it is self-evident that increased facilities

for class room purposes are an imperative necessity. A large brick structure containing a chapel hall and new class rooms should be erected at once. The new dormitories, while commodious and well arranged, are already filled and increased dormitory room will soon be needed.

*The East Florida Seminary*, received from appropriations by the last Legislature \$20,000. Of this amount \$13,500 was for current expenses, \$500 for repairs, \$1000 for library and piano. The remaining \$5,000 was appropriated for a girl's dormitory, which has been secured by the purchase, remodelling and connecting of two residences

The attendance at this school to January, 1903 is reported larger than ever before at the time of year. The faculty has been increased and the equipment considerably improved. There is every indication that the money has been wisely expended. The greatly decreased income resulting from the refunding of Seminary Bonds at one half the former interest, will make a continuation of liberal appropriation for maintenance necessary.

*The Florida Agricultural and Mechanical College*, received from the appropriations of the last Legislature, \$5,000 to pay outstanding indebtedness, \$5,000 for repairs and improvements, \$50,000 for new buildings, and \$5,000 for a veterinary department; also \$10,000 for a model farm, etc., and \$5,000 for farmers' institutes, a total of \$80,000. No financial statement has been furnished me from the school in response to my request and, as with the State College, the State Department has no record of the operations of this institution. The handsome Science Hall shown on another page was erected with the money appropriated and is the handsomest school building in the State. Through private generosity a splendid gymnasium, so far as I know the best in the South, has also been constructed.

The normal feature has wisely been discontinued and the attention of the College given more exclusively to its special work. Despite the closing of the Normal department there was a small increase in the attendance as is shown in the subjoined report.

The Trustees will make known specifically their wants for the next bi-ennium, and as they are so much better

prepared to do this than I am—having no immediate connection with its management,—it is not deemed wise to make specific suggestions. While this institution, like the two preceding, is suffering from the reduction of interest on invested funds, the fact that much the larger part of its income is from the U. S. Government renders this reduction less serious in the case of the Agricultural College than the others.

*The State Normal School* has shown a constant growth, though as its function is exclusively that of training teachers, its enrolment does not and is not expected to equal that of the colleges for general education. As yet but a small percentage of the teachers of the State are brought within its direct influence and every assistance should be afforded by the Legislature to bring its benefits to as many as possible.

The appropriations made by the last session of the Legislature were as follows:—for current expenses \$7000 for each year: for water plant and sewer \$1500, for library \$500; for building laboratory and gymnasium \$1000; for building model school \$600; for enlarging girls' dormitory \$750; for furnishing dormitory \$360; for purchase of spring for water supply, \$200; for scholarships, \$4500 for each year. Considering that only \$1,600 was appropriated for two new buildings, \$750 for improving the present dormitory, and only \$1,500 for the erection of a water plant and sewer, a great deal has been accomplished. None of the appropriations were sufficient for the purposes specified, but by combining contracts and meeting part of the cost from the current expense fund every improvement indicated by the appropriations has been accomplished. Two town lots, which included part of the campus, have been purchased, and many minor improvements made. All the buildings have recently been insured and the premiums paid for three years in advance. When it is remembered, also that this school has had no income except the \$7,000 annual appropriation, the unusual improvements made and the maintenance of all regular expenses for faculty and incidentals, attest beyond question that the money has been judiciously and economically expended. The necessary expenses may make a small deficit unavoidable, but it will be so trivial an amount as to cause no complaint.

Appropriations are imperatively necessary for the next bi-ennium for the following purposes;

The land lying in front of the school should be secured at once while it is attainable at a reasonable price. \$1500 will purchase it.

A dormitory for young men should be erected at a cost of not less than \$5000.

The Annual appropriation of \$4500 for one scholarship from each county should by all means be continued. No other appropriation can so truly be considered an investment as that which prepares good teachers for every part of the State.

An appropriation should be made for the erection of a suitable building and the employment of two or three instructors to maintain departments of manual training, handicrafts, domestic science, drawing, nature study, elementary agriculture, etc. There is no longer any reasonable doubt but that a teacher, to meet the needs of modern schools—particularly rural the schools—should have preparation in all these lines.

A larger appropriation for current expenses should be made.

The State cannot afford to omit any of the appropriations suggested. We are able to maintain a good Normal School and should not hesitate to put this institution in a position to fit its pupils for the best grade of public school instruction, in accordance with the progressive standards of modern times

*The State Normal and Industrial School*, for colored students, is maintained jointly by the Morrill Bill Fund appropriated by the United States Government and by State appropriation. It fills for the colored race the double functions performed for the whites by the State Agricultural College and the State Normal School.

At the last legislative session \$8000 was appropriated. \$1025 was immediately recouped to the Morrill Fund for money previously used for purposes not allowed by the U. S. Government. \$251 was used in the completion of the dairy building, a barn was erected at a cost of about \$1000, adjoining property which it was considered important should not pass into other hands was purchased for \$1750, and a second boys' dormitory was constructed for \$2000. The remainder of the appropriation was expended

for sundry improvements and repairs, mostly of a permanent nature.

During the first year of the present management, \$757.98, was realized from sundry sales of farm products, etc. This was paid into a contingent fund and used for expenses of the school. An old and nearly worthless barn was burned and the insurance, amounting to \$242.82, mostly on the contents, was paid on current expenses, etc.

The curriculum of the school has been greatly strengthened by the omission of all Greek and much of the Latin and the introduction of some sixteen industrial courses (up to 1903.) The course is now eminently practical. Although a large number of local pupils in low grade preparatory classes have been excluded and returned to the county school, the attendance is about as large as ever before. The number of boarding students was never half so large. Although a sixteen-room dormitory has been added to the facilities, the boarding capacity is crowded. Of 178 students enrolled to February 1903, only 37 are from Leon County. Twenty eight counties are represented, only 7 having as few as one student, others have from two to 22 students. It is by far the most thoroughly representative enrolment ever recorded in a State School.

The school is in immediate need of a good academic building to take the place of the present old residence used for the purpose. As the State has little more than grounds and buildings and their maintenance to provide for, there should be no objection to an appropriation of \$25,000 for this building. Provision should also be made for more shop room and facilities for industrial training.

*The South Florida Military and Educational Institution* received \$6000 from the last session for purchase of grounds and buildings, all of which was used for that purpose, \$2264.87 was expended for erecting a Superintendent's residence, enlarging and repairing barracks, etc. \$1528.93 was expended for a heating plant. Of these amounts \$3,500 was paid from an appropriation for the purpose and \$293.80 from the current expense account. \$9000 per annum is appropriated and expended for maintenance, including the board and tuition of one cadet from each county.

The attendance has been confined mostly to the 45



State Scholarship Cadets and for some reason not understood it appears that considerable difficulty has been found in keeping these appointments filled, a number of unclaimed cadetships being filled by the Superintendent from counties other than those entitled to them.

The preservation of the buildings recently purchased and erected, will demand an appropriation sufficient to permit them being painted at once, and the very meager equipment will need supplementing in various lines.

*The St. Petersburg Normal and Industrial School* received an annual appropriation of \$5000 the expenditure of which for the first year is shown in subjoined report. The unexpended balance has since been expended for equipment of chemical and physical laboratories. This school has received large gifts from Mr. Tomlinson, and is supported and controlled jointly by the town of St. Petersburg (as a special tax school district), by the county of Hillsborough and by the State. An agreement was made among the three boards as to the details of control.

It is too early to speak of the growth of the school, as the Normal and Industrial departments, established by the State Appropriation, have been in existence but one year, and were not fully organized at the time this report was made. This school serves as a model of what a fully equipped modern institution should be. Its extensive equipment is discussed in the Principal's report.

*The Florida Institute for the Blind, Deaf and Dumb.*

This institution received in 1901 an appropriation of \$4,000 for repairing buildings, \$200 for insurance, \$500 for transportation of pupils, and \$500 for clothing of pupils, and \$1200 annually for current expenses. The Superintendent's report given below gives a clear statement of the expenditures of these amounts. The attendance during the Bi-ennium has been slightly larger than for the preceding years. While the school cannot compare with some of those in the larger States where large appropriations are made for the training of the unfortunate defectives for useful and happy lives, yet with economical management it is doing excellent work.

The education of these children must necessarily be very much more expensive than that of others and it is

necessary also that all living expenses be provided for. Their necessities will assuredly appeal with force to every taxpayer and legislator, and it is expected that liberal provision will be made for the supply of every possible thing that will contribute to the highest development of the limited opportunities of these afflicted ones.

The Superintendent has stated the wants of the Institute and will no doubt make them well known to the members of the Legislature in due time, hence I forbear discussing them here.

## Florida State College.

Tallahassee.

Hon Wm. N. Sheats,  
State Superintendent of Public Instruction,  
Tallahassee, Fla.

Sir:—

In compliance with your request, I have the honor to submit the biennial report of the Florida State College.

### FINANCIAL.

Under this head I am unable to give you definite information, as the disbursement of funds is under the direction of our Board of Education, all vouchers being issued by the secretary and countersigned by the President of the Board and paid by the treasurer of Leon county, who is ex-officio treasurer of the Board of Trustees. That the appropriations of the last legislature have been wisely and judiciously expended is clearly patent to one who visits the College and notes the commodious new dormitories, with their furnishings, and the many and various improvements that have been made in the last biennium. The trustees of the College will gladly give you the financial report of the institution if desired

### ATTENDANCE.

The increase in attendance during the past five years is flattering to the institution and most gratifying to its patrons and friends.

During that period the enrolment has been augmented more than one hundred per. cent. In 1900-1901 the total number of matriculates was 207, distributed as follows: In the college, 55; In the Teachers' Training School, 80; in the Preparatory Department, embracing pupils over twelve years of age, 101; total, 236 (29 counted twice). During the session of 1901-1902 the students enrolled numbered 252. Of these, 76 were pursuing studies in the College, but of these 76, 23 were also taking from one to three branches in the Teachers' Training School or in the Preparatory Department; 87 were Florida teachers; and 114 were strictly preparatory pupils over the age of twelve years. The average age of the pupils of the Preparatory Department was 14.6 years. The following counties were represented in this enrolment:

Alachua, Bradford, Brevard, Duval, Escambia, Franklin, Gadsden, Hamilton, Hillsborough, Holmes, Jackson, Jefferson, Lake, Leon, Levy Liberty, Madison, Manatee, Marion, Nassau, Orange, Pasco Polk, Putnam, Santa Rosa, Sumter, Suwannee, Taylor, Volusia, Wakulla, Walton, Washington;—total counties, in Florida, represented, 32. States other than Florida were represented as follows: Alabama, Dakota, Georgia, Tennessee, and Virginia;—total states represented, 5. The average daily attendance for the term was low in comparison with the total enrolment, owing to the fact that 65 teachers represented in the enrolment of 252 entered for the spring term of three months. The average attendance for the year 1901-1902 was 172

On January 5th, 1903, 230 students, including duplicates, were pursuing regular work in the three departments of the College; 110 in the College classes, 15 in the Teachers' Training School, and 115 taking work exclusively in the Preparatory Department. Eighty-six per cent were in regular daily attendance up to January 5th. Judging the future by the past, we confidently expect from 75 to 100 teachers to enter in March for the spring term. This will increase our enrolment for the session of 1902-1903 from 230 to between 305 and 330 students in all departments. The counties represented among our student body for this year is as follows: Brevard, Calhoun, Duval, Escambia, Franklin, Gadsden, Hillsborough,

Holmes, Jackson, Jefferson, Leon, Levy, Liberty, Madison, Marion, Orange, Polk, Volusia, Wakulla, Walton, Washington,—total, 21. States represented other than Florida are as follows: Alabama, Georgia, Missouri, Mississippi, New Mexico Ter., and Tennessee,—total, 6.

In 1902 there were five graduates from the Preparatory Department, two classical and three scientific; from the College, one graduated with the degree of B. A. and two with the degree of B. Sc. This year there are six candidates for graduation—four for the degree of B. A. and two for the degree of B. L.

#### IMPROVEMENTS.

In the matter of buildings the improvements made consist of two new dormitories, one each for the young men and young women. The women's dormitory contains thirty-two rooms, besides dining-room, kitchen and reception room.

The men's dormitory contains a like number of rooms and in addition two large society halls. These dormitories are fitted with bath and toilet rooms, are comfortably furnished, are heated by steam and lighted by gas.

In equipment the physical, chemical, and biological laboratories have been refitted and have been supplied with the latest and best apparatus necessary for the courses offered. Among the additions may be mentioned the following: Atwood's machine, Boyle's law machine, air pump, ice machine, spectroscope, dynamos, Toepler-Holtz machine, Wimshurst machine, wireless telegraphy apparatus, microscopes, charts, human skeletons, skeletons of vertebrates, models, myograph, dynamometer, cardiograph, tonometer, plethysmograph, sphygmograph, stethograph, laryngoscope, etc. To the general equipment has been added also a first-class Young's engineer's transit, an 18-inch Y-level, a surveyor's compass, etc.

The College now offers to students the choice of three courses—classical, literary, and scientific—each extending through four academic years and leading to the degrees of B. A., B. L., and B. Sc. To this has been added a Musical Department for the benefit of those who wish a musical education, and teachers of the best training and experience from the musical centres of New England and the East has been installed.

## PROSPECTS.

Although the standard has in no wise been lowered but on the contrary, raised, the attendance has been higher during the present session than ever before. At this time the enrollment is 230 and before the end of the session we expect that at least from 75 to 100 more have been registered. The College fills a place that cannot be otherwise supplied, and the public is not slow to appreciate its advantages. With the encouragement and appropriation commensurate with its patronage, Florida State College must needs become an important factor in the education of our people.

## PRESSING NEEDS OF THE SCHOOL.

He who plants a tree plants a hope. The school which builds broadly for the future evinces its faith in the future. Not only have we faith that would justify commencing new buildings for the Florida State College, but the reasons for such are immensely strengthened by the present need. Our phenomenal gain in attendance of about 50 per cent. annually has already caused us to outgrow our present new dormitories and class-rooms, so that we are crowded to overflowing. Many will soon knock and go to be turned away. This state of affairs is eloquent of its appeal. It is pregnant with significance. Many are begging for more pupils; we ask for more room for those who come. In buildings, those most needed

1. More Dormitories.
2. An assembly hall for chapel, with library and dormitories on second floor.
3. Gymnasium.
4. A central lighting and heating plant.

The College will be injured unless we immediately build at least twice the dormitory room that we now possess. There should be a three-story brick building with the necessary equipment placed midway between the dormitories, containing rooms for the matron, teachers, dining hall, music rooms, etc. This could easily be harmonized architecturally with and connected by corridors with the present buildings.

A visit to our chapel exercises will prove to anyone the need of a large assembly hall. This could well be

first floor of a two-story building, allowing the second floor to contain a library, reading room, laboratories, and lecture rooms.

A school cannot live or progress without books. Carlyle says a modern university is a collection of books. The world rightly judges the rank of a school by the number of volumes in its library. First of all must come the housing place for those books—but the books must come on apace.

## East Florida Seminary.

Gainesville.

Supt. W. N. Sheats,  
State Superintendent of Instruction,  
Tallahassee, Fla.

Dear Sir:—

I herein submit report of East Florida Seminary, Gainesville, Florida for two annual sessions ending respectively May 21st., 1901 and May 20th., 1902.

Session of 1900-1901.

Total enrollment of students during session: Cadets, 71; Young Ladies, 50. Total, 121.

Of these from Gainesville and Alachua County: Cadets, 33; Young Ladies, 40. Total, 73.

From other counties: Cadets, 33; Young Ladies, 7. Total, 40.

Other States: Cadets, 5; Young Ladies, 3. Total 8.

Counties represented, 13.

A graduating class of ten members received diplomas.

Session of 1901-1902.

Total enrollment, 190.

Academic Department—Cadets, 54; Young Ladies, 36. Total, 90.

Commercial Department—Cadets, 23; Young Ladies, 22. Total, 45.

Normal Department—Cadets, 10; Young Ladies, 45. Total, 55.

Total Cadets, 87; total young ladies, 103. Total 190.

Double enrollment, 11. Real total, 179.

Of this number there were from Gainesville, 65  
Alachua County, 40; Other counties, 66; Other States, 8;  
Foreign country (Cuba) 2.

### FINANCIAL STATEMENT.

#### Session of 1900-1901.

##### *Income.*

July 1900 Interest on bonds.....	\$1164.00
Jan. 1901, Interest on bonds.....	1827.00
Balance of appropriation for 1900. on hand	
July 1 .....	842.15
Appropriation first six months 1901.....	1500.00
Seminary fees .....	737.45
Other sources .....	77.15
<b>Total .....</b>	<b>\$6147.75</b>

##### *Expenses.*

Salaries of teachers and treasurer.....	\$5065.00
Wages of Janitor and other help.....	275.00
Insurance .....	37.10
Catalogues .....	102.35
Printing, Postage and stationery.....	50.00
Advertising and canvassing.....	225.00
Fuel and Gas.....	50.00
Furniture and repairs.....	202.18
Balance on hand.....	141.12
<b>Total .....</b>	<b>\$6147.75</b>

#### Session of 1901-1902.

##### *Income.*

July 1st, balance from previous session.....	\$ 141.12
July 1st, interest on bonds .....	1164.00
Jan. 1902, interest on bonds .....	1479.00
Appropriation last six months 1901.....	5250.00
Appropriation first six months 1902.....	5250.00
Seminary fees .....	1170.00
<b>Total .....</b>	<b>\$16454.12</b>

*Expenses.*

Salaries of teachers and treasurer.....	\$ 6030.00
Wages of janitor and other help.....	300.00
Rent of Girls dormitory.....	8060.83
.....	250.00
Utilities.....	65.50
Ice.....	201.70
Feeding girls dormitory.....	562.44
Feeding and equipping business depart- ment.....	383.65
Travelling and canvassing.....	250.00
.....	250.00
Postage, postage and stationery.....	100.00

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.....\$16454.12

Attendance at present (Oct., 27, 1902) is fifteen  
 men ever before at a corresponding date.

Students are older and as a rule more advanced  
 than ever before owing to the first year of the prepara-  
 tory course being dropped.

For two additional instructors will be needed during  
 the coming term.

If attendance increases as it has this year at least  
 thousand dollars will be needed for salaries for each  
 of the years 1903-1904 and 1904-1905.

Additional barracks room will be needed—only one  
 room is now vacant.

A recitation room is needed. The commercial de-  
 partment is crowded and needs much larger quarters.

## INSTRUCTION OFFERED IN THE SEMINARY.

*Latin:* Sub-Freshman.—Latin Lessons and Easy  
 Greek. Freshman—Cæsar and Virgil. Sophomore—  
 Cicero and Cicero. Junior—Livy and Horace. Senior—  
 Comedy and Philosophy.

*Greek:* The course in Greek covers four years as fol-  
 lows: Freshman—Greek Lessons and Anabasis. Sopho-  
 more—Anabasis and Iliad. Junior—Herodotus and Me-  
 thaphysics. Senior—Demosthenes and Sophocles.

*English:* Sub-Freshman—English Grammar, Compo-  
 sition and Rhetoric. Freshman—Rhetoric, and American  
 English Literature. Sophomore—Criticism and  
 English Literature. Junior—Anglo Saxon and History of English



**Language.** Senior—The English. Epics and History of English Drama.

**Science:** During the fall term the Sub-Freshman class studies Anatomy and Physiology. The instructor makes some dissections of different parts of animals, a human skull, section models, anatomical chart, and a large number of histological preparations are used for illustration. Physical Geography is studied during the spring term.

The Freshman class during the Fall term take up Zoology with laboratory work. Pupils visit the woods, ponds and streams in the vicinity, make collections and classify specimens gathered; a permanent collection is being made. Botany is studied during the Spring term.

A brief course in Geology is given during the first twelve weeks of the Sophomore year. The remainder of the year is given to the study of Physics.

The Junior class studies Astronomy from the opening of the session till the Christmas vacation. After Christmas vacation Chemistry is taken up. The instruction given is by experimental lectures, laboratory work, and recitations.

**History:** Sub-Freshman—U. S. History, History of Florida. Freshman—History of American Politics, General History. Sophomore—Ancient and Mediaeval History. Junior—Modern History. Senior—History of Philosophy.

**Mathematics:** The course embraces five years' work. Arithmetic and Algebra throughout the Sub-Freshman year; Quadratics and Plane Geometry in the Freshman year; Solid Geometry and Plane Trigonometry in the Sophomore year; Surveying and Spherical Trigonometry in the Junior year; Higher Algebra and Calculus in the Senior year.

**Field' Work and Trigonometry and Surveying:** The object of this department is to make the mind of the student thorough, analytical and practical. Analytics and Mechanics will be taught if a sufficient number of students warrant the organization of a class.

**Modern Languages** Courses are offered covering three years in French, German and Spanish.



PLATE 13—FLORIDA STATE COLLEGE, BOYS' DORMITORY.

THE NEW YORK  
PUBLIC LIBRARY

ASTOR LENOX AND  
TILDEN FOUNDATIONS

*ading and Elocution* The first term in this department is devoted mainly to principles of good reading and cultivation of the voice. Daily class and individual is given in the essentials of voice: form, quality, s. pitch, force and movement.

*achers' Course* First Year—Arithmetic, Algebra, ish Grammar, Rhetoric, United States History, History of Florida, Science of Geography, History of Education, Drawing, Debating.

cond Year—Algebra Geometry, Latin. Physiology, Government, History American Politics, Zoology, ny, Pedagogy, School Management, Theory and Practice of Teaching, Vocal Music. Debating.

ird Year—Geometry, Trigonometry, Surveying, Literature, Latin, Geology, Physics. General History, Mental Science, Logic, Philosophy of Education, Method, Debating.

*achers' Review Term:* Beginning March 16, 1903, all classes will be organized in the common branches for teachers who may desire to enter at that time or later. The work will embrace all the common school subjects together with pedagogy, drawing and such other subjects as may be desired. The teaching will be done by the regular faculty of the Seminary and each recitation will be a model in method as well as in instruction.

#### COMMERCIAL DEPARTMENT.

The work in this department is arranged to give a thorough preparation for business.

courses are provided in the regular Commercial courses, stenography, typewriting and telegraphy.

*adies' Dormitory:* A well-arranged dormitory has been constructed at a cost of ten thousand dollars. It is provided with every necessary convenience and furnishes an ideal home for young ladies.

*enses:* An incidental fee of ten dollars per year is required unless students have an appointment from a Senator or Representative.

cellent board is furnished at ten dollars a month.

*alth:* The health of the student body has been ex-

cellent. There has been no sickness that could be attributed to local conditions.

Very respectfully,

J. M. GUILLIAMS.

## Florida Agricultural College.

Lake City.

### FINANCIAL.

*Receipts and Expenditures:* In a limited space it is impossible to give a detailed account of our receipts and expenditures. The gist of the matter is that all funds received have been used to the best advantage, and that there has been great need for more.

*Indebtedness:* As to our indebtedness, the "Morrill and "Land Scrip" funds are in arrears. Both funds are expended according to the limitations imposed by the government. The Land Scrip fund is very small. Further, the law enacted by the Legislature reduced the interest on these bonds about one-half, while our differences of expense remained stationary or increased. The Morrill fund is divided between the Negro Industrial School at Tallahassee and our institution. The one-half received by us is not sufficient to meet our expenses. Further, the Morrill fund must be used during the fiscal year and any balance returned to Washington. In the past it was possible to reserve the balance and thus make the necessary purchases of equipment, etc., with the accumulated reserve. In general, our indebtedness may be said to have arisen because of the fact that it is impossible to run a modern institution on the limited fund at our disposal, and that when a debt is once assumed the interest accrues very fast.

*Attendance:* During the session of 1900-1901 there were one hundred and eighty-three (183) students enrolled who were classified as follows: Fifty-one (51) students in the College proper (this number includes three (3) not classified as regular Freshmen, Sophomores, Juniors

or Seniors, although having work in one or more of these classes); sixty (60) students in the Preparatory Department; and seventy-two (72) students in the special departments (consisting of the Normal, Business, Stenography, Typewriting and Telegraphy, and Mechanical Arts Departments, respectively). During the session of 1901-1902 there were two hundred (200) students enrolled, who were classified as follows: Seventy-four (74) students in the College proper (this number includes thirteen (13) not classified as regular Freshmen, Sophomores, Juniors, or Seniors, although having work in one or more of those classes); sixty-one (61) students in the Preparatory Department; and sixty (60) students in the Commercial Departments. It will be noted that the Normal Department was closed.

*Counties Represented in Enrolment*—During 1900-1901 two (2) counties, four (4) states, and twenty-nine (29) of the counties in Florida were represented. During 1901-1902 two (2) countries, three (3) States, and thirty (30) of the counties in Florida were represented.

*Graduates:* In 1901 there were fifteen (15) students who were graduated and received diplomas, and nine (9) students who received certificates of proficiency in the Commercial Departments.

In 1902 there were six (6) students who were graduated and received diplomas, and eleven (11) students who received certificates of proficiency in the Commercial Departments.

#### IMPROVEMENTS.

*Buildings and Real Estate:* During the past two years there have been several additions made to the college buildings and real estate owned by the College. These have been made possible by the generosity of the Legislature and of Mr. H. M. Flagler. A new Science Hall has been erected at a cost of fifty thousand (\$50,000.00) dollars. A farm consisting of about two hundred and thirty-eight (238) acres was purchased at a cost of about five thousand (\$5000) dollars, and is being improved. This farm is contiguous to the land that was already in possession of the college.

*Equipment.*—During 1900-1901 additions were made

to the equipment of the Mechanical and Physical Departments, respectively. During 1901-1902 there was practically no equipment bought for any department except the Veterinary Department, and for this there was special Legislative appropriation.

**New Courses, Faculty, Etc.**—In 1901-1902 many changes were made in the courses of instruction with view to strengthening and modernizing them, and the following courses were added:

Courses in Chemistry, Civil Engineering, and General Science, extending over four years, and a course in Mechanic Arts extending over two years.

A department of Veterinary Science was established and Chas. F. Dawson, M. D., D. V. S., was elected to fill the chair.

#### PROSPECTS.

**Prospective Improvements, etc.**—During 1902-1903 after the completion of the gymnasium, there will be no further improvements in the way of buildings, except at the College Farm since there are no funds available.

For the purpose of instruction in corrective gymnastics, Jas. C. Jeffrey has been appointed Physical Director and is now giving instruction in that department.

**Outlook for Attendance for Coming Session.**—In spite of the fact that many prospective students have been declined as not coming up to the entrance requirements, the outlook for attendance during 1902-1903 is good, and the gratifying feature is that, up to date, there are more students proportionately in the College Department than ever before. The class of students as a whole seems altogether to be better as regards age, ability and preparation.

#### PRESSING NEEDS OF THE SCHOOL.

**Buildings, Equipment, etc.**—New buildings, new equipment and funds for running expenses are very much needed. New buildings for engineering, buildings for barracks, and a new building for chemistry and physics should be provided. Barns for the college farm, a new greenhouse, cottages for the Faculty and a residence for the Executive are also necessary.

Educational equipment is needed in every department and more books should be provided for the Library.

**Funds** to carry on educational work in the modern way are an absolute necessity.

**Faculty and Organization.**—If the co-educational feature of the school is to be advanced, there should be a department of Domestic Science and a department of music added.

A department of Electrical Engineering might be added to the great advantage of the students.

#### SCOPE AND FIELD OF THE WORK OF THE INSTITUTION.

The scope of the institution is best expressed in the law which was organized by the following clause: "The leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the Mechanic Arts." This clause is susceptible of a wide interpretation and it is the intention of the Executive Department of the College to carry out the letter and spirit of the law in such a manner as will meet the conditions now existing in Florida with a view to ameliorating them where harmful and advancing them where helpful so as to fit the youth of Florida for their life work.

#### PLANS CONTEMPLATED FOR FUTURE DEVELOPMENT.

As to plans for future development, there are none so absolutely formulated that they may not be modified at any time to meet the exigencies of the situation. The general plan is to follow a natural line of growth and extend our work in whatever direction it is most needed to be of assistance to the youth of Florida.

#### RECOMMENDATIONS.

There are many things that might be recommended, a few of the most urgent of which are now presented.

(1) An adequate appropriation to cover expenses not provided for in the Government appropriations and for the support of the institution (including the Veterinary and other new departments), should be made by means of a small tax, or otherwise if the Legislature determines another method to be more feasible.



This appropriation is imperative for many reasons, among which may be noted: (a) Modern education with the immense amount of laboratory and research work involved, requires a larger outlay of funds than the old-fashioned classical education. (b) It is impossible to retain the services of good instructors for more than a few years, at the meagre salaries paid them, and they have to accept more lucrative positions, just when they are becoming most useful. This is of course detrimental to the college for, granted that the new appointee has as much ability, it takes him some time to become accustomed to his new conditions, and further, no instructor can do his best work when harrassed by the thought of how to make ends meet at home.

(c) Some money is necessary for running expenses where so much is given to the student free as at the Florida Agricultural College. In the past all appropriations made by the Legislature have, with a few exceptions, increased rather than diminished the running expenses of the institution.

(d) Justice demands such an appropriation for, whereas, in most of the states very little if any of the twenty-five thousand (\$25,000) dollars appropriated under the Morrill act of 1890, is given toward the support of the Negro Industrial Schools in the respective states, Florida diverts one-half of the fund, or twelve thousand five hundred (\$12,500) dollars, to that purpose. While there is no desire on the part of any one to deprive the negro of any opportunity for advancement in education, etc., it does not seem just to divert money to that end if it deprives the white of opportunities given in other states, and this it certainly does unless the fund is made up in some other way.

(e) It should be remembered also that nearly one-half of our income is, by law, devoted to scientific work in connection with the station department for the benefit of the State at large, and is not used for the purpose of instruction.

In conclusion, it seems only necessary to indicate that the State should furnish more than buildings towards the support of a state institution.

(2) An appropriation should be made to efface the debt which burdened the institution when the present

imbent took charge and which must necessarily grow account of interest and the additional running expenses.

3) An appropriation for new cottages or barracks the remodeling of the old brick barracks should be made if the comfort of the youth of Florida is worthy of consideration.

4) On account of the position of the old Mechanic Hall, its inflammable character and its inefficiency, appropriation should be made for the erection and equipping of a new Engineering building with shops and central heating plant attached. This building should be designed to take care of the different branches of engineering as the institution grows.

5) The appropriation of twenty-five hundred (\$2500) dollars for the equipping of the gymnasium should be made again, especially in view of the fact that Mr. Miller generously doubled his donation.

6) An appropriation should be made for the erection of a new green house in connection with the Horticultural Department, where the work demands such a building. Many valuable plants have been and are liable to be killed each winter in the present building.

7) An appropriation should be made for student work, thus enabling the poor student, who desires an education, to earn at least a part of the money necessary for such an object.

8) An appropriation should be made to finish the equipping and improving of the College Farm.

9) The appropriation of five thousand (\$5,000) dollars should be continued for the Farmer's Institutes which have been, are, and will be productive of so much benefit to the farmers of the state.

10) An appropriation should be made to the Experiment Station Department to enable the work to be carried on more satisfactorily.

11) It would be a most fitting tribute to the farmers and fruit-growers of Florida, who have done so much to build the state, to install in the new Science Hall Departments of Agriculture, Botany and Horticulture, Entomology, Veterinary Science, and allied subjects, using the remaining rooms, if any, as class rooms for subjects not requiring laboratory facilities, and to

appropriate a sum of money for the erection and equipping of a Chemical and Physical Building which could be used for both College and Station work.

(12) The Legislature is urgently requested to reconsider their action in refunding the Land Scrip Funds of the Florida Agricultural College at 3 per cent. and thus avoid any unpleasantness with the general government, for the contract demands at least a 5 per cent. investment of that fund and the state in accepting the Scrip provided for an interest of at least 6 per cent. No state pays less than 5 per cent. and many of them pay 6 per cent in spite of the fact that money can be obtained for less.

(13) In order to obtain better results throughout the state system of education, the necessity for the coordination of all grades of educational work is earnestly called to the attention of the Superintendent of Public Instruction. A law should be enacted requiring a certain minimum course in every grade of work. Elective work should be allowed only in the higher grades of the High Schools and in the Colleges, but it should not be allowed in any case to interfere with the minimum required course. The minimum course should be arranged by a committee appointed for that purpose.

Provided they did not interfere with the minimum required course, Agriculture (including Horticulture) or manual training or both, should be introduced into every graded and high school in the state.

In making these recommendations the Executive Department has borne in mind several things, among which may be noted: the necessity for an institution in Florida as in other states where the student of large or small means may obtain an education of hand and brain commensurate with the requirements of the times; the ability of the state to furnish the funds necessary to carry on this great work, which, with the exception of buildings, it has done to a very small extent in the past, as most of the funds for support have come from the General Government at Washington; and finally, the fact that if an opportunity for educating the youth of Florida be not given, the day will come when those children will be pushed to the wall, and the people will rise and ask of their representatives in Florida why the children, rich and

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poor alike, were not given an equal chance with the children in other sections of the country to obtain an education that would prepare them to fight the battle of life to the best advantage.

# State Normal School.

Defuniak Springs.

## FINANCIAL STATEMENT.

### Receipts.

Balance .....	\$ 414 62	
State appropriation for the scholas- tic year July 1, 1900-June 30, 1901.. .....	7000 00	
		<u>\$7444 62</u>

### Expenditures.

For salaries of teachers. ....	\$5590 62	
For hire of janitor.....	89 25	
For miscellaneous purposes.....	1418 23	
		<u>\$7098 10</u>
Total .. .....		

Balance on hand July 1, 1901..... \$ 346 52

In fact there was no surplus for this balance was all used in paying bills for expenses incurred before June 30th, approved by the Board at the July and August meetings.

Instead of giving the divided amounts for the exact term of the year 1901-2 I think it will be plainer to the average reader to state the amounts of the appropriations of 1901-2 to the school as follows:

For current expenses July 1, 1901-June 30. 1902 . ....	\$ 7000 00
For scholarship July 1, 1901-June 30, 1902..	4500 00
For laboratory and gymnasium July 1, 1901- June 30, 1903.....	1000 00
For library July 1, 1901-June 30, 1903.....	500 00
For water plant and sewer July 1, 1901-June 30, 1903.....	1500 00

For improvements on young men's dormitory  
 July 1, 1901-June 30, 1903.....  
 For furnishing twelve rooms in same July 1,  
 1901-June 30, 1903.....  
 For model school building July 1, 1901-June  
 30, 1903.....  
 For land on which spring is located July 1,  
 1901-June 30, 1903.....

Total.....\$ 16

The expenditures of this year out of the above  
 severally, though drawn in part temporarily from  
 funds, have been as follows: to June 30, 1902

**For Current Expenses.**

Salaries of Teachers .....	\$ 6000 00
Hire of Janitor.....	139 58
Miscellaneous purposes....	1232 40
Scholarships.....	4390 29
Model School, Laboratory, gym- nasium and improvements on Woman's Dormitory, one con- tract, and plans....	2390 00
Library....	374 98.
Water plant and sewer system..	1105 12
Land on which spring is located	200 00
Furniture for Woman's dormi- tory..	360 00

Total.....\$ 16

Balance of above funds July 1,  
 1902:.....

\$

*Local Funds.*

Receipts of Local Treas. July 1,  
 1900-June 30, 1901.....

\$

Expenditures .....

\$

Balance on hand July 1, 1901..

\$

Receipts of Local Treas. July 1,  
 1901-June 30, 1902

Balance.... \$ 16 02

From Miscellaneous sources, tui-  
 tion, etc..... 112 47

Furniture and Laboratory guarantee deposits.....	156 80	
Total.....		\$ 285 23
Expenditures.		
Miscellaneous purposes... ..	\$ 111 21	
Guarantees returned.....	149 65	
Total.....		\$ 260 86
Balance .....		\$ 24 43

## ATTENDANCE.

	1900-01	1901-02
Enrolment of regular students in the teacher's course.....	99	116
Former graduates.....	....	3
Total number of students.....	99	119
Also pupils in the Model School ....	18	27
Total number of persons taught..	117	146

*Counties Represented.*

During the year 1900-02 students were in attendance from twenty counties in Florida, as follows: Alachua, Brevard, Calhoun, Columbia, Escambia, Gadsden, Hamilton, Hillsborough, Holmes, Jackson, Liberty, Marion, Nassau, Orange, Pasco, Putnam, Santa Rosa, Sumter, Walton, Washington—Total twenty.

During the year 1901-02 students were in attendance from forty counties in Florida besides five others that were represented by proxy scholarship students.

## COURSE OF STUDY.

The school offers one course of study except to its graduates who are allowed elective privileges. This course leads to the degree of Licentiate of Instruction and qualifies those who complete it for obtaining State Certificates. It covers a period of four years, embracing

three terms of eleven weeks each. The branches pursued are as follows:

Class D.—Orthography, Reading, Language, Lessons, English Grammar, Arithmetic, Geography, United States History, Physiology, Pedagogy, English Classics, Drawing.

Class C.—Arithmetic, Algebra, Beginner's Latin, Physical Geography, Civil Government (including State Constitution and Election Laws), Psychology, Drawing, English Classics.

Class B.—Civil Government, Geometry, Rhetoric, Latin Grammar, Caesar, Latin Composition, Zoology, Botany, General History, Pedagogy, Drawing, English Classics.

Class A.—History of Education, Physics, Chemistry, Algebra (Higher), Trigonometry, Surveying, Latin Grammar, Latin Composition, Virgil, Cicero, Drawing, English Literature.

During the first year of this biennium eight students graduated: during the second, seventeen.

The average daily attendance during 1900-01 was 76 per cent. of the average enrolment and during 1901-02 it was 90 per cent.

I give a few facts to show how rapidly the school is extending its influence to the entire State; to-wit:

	'98	'99	'00	'01	'02
Graduates.....	3	4	4	8	15
Enrolment .....	77	88	92	99	112
Daily attendance (average)....	39	52	57	63	92
Counties of this State represented (besides proxies in 1901-02)....	15	18	19	20	40

The sole purpose of this institution as its name would signify, is to educate teachers for the public schools for the State. The attendance is therefore limited to those who are willing to undertake a course of special preparation for such educational services and are found competent to do so.

#### IMPROVEMENT DURING THIS PERIOD.

Three additional lots and a ninety-nine years lease of water privileges have been added to our real estate. A new Model School, gymnasium, laboratory, water and

sewer system and a storage room for the young women's dormitory have been constructed and twelve additional rooms finished in the young women's dormitory.

Office furniture, furniture for eighteen rooms in the dormitories, cases for fifteen hundred books, laboratory apparatus, suitable grounds on the campus for athletics, etc. The character of the work done as a training school for teachers has been greatly improved by the organization for our new library and the better equipment of the Model School.

#### THE MODEL SCHOOL.

The official report issued May 28, 1902, shows that the attendance is limited to twenty-four pupils, from six to ten years of age, divided respectively into classes of eight constituting First, Second, and Third grades. The nature of the work is shown by

#### *The Courses of Study.*

1st. Grade.—Reading, Number Work, Spelling, Penmanship, Drawing, Vocal Music, Calisthenics, Composition, Nature.

2d Grade.—Reading, Number Work, Spelling, Penmanship, Drawing, Water Colors, Vocal Music, Nature, Calisthenics.

3d Grade.—Arithmetic, Reading, Spelling, Composition, Vocal Music, Penmanship, Drawing, Water Colors, Nature, Calisthenics.

#### *Professional Work.*

Teaching exercises by Senior Class once per week.

Teaching exercises by Junior Class twice per week.

Observation work by Classes "C" and "D" twice per week.

Manual training by Classes "C" and "D" once per week.

#### *Improvements Needed.*

The most pressing needs of the school at present are, first: funds with which to buy adjacent lands while they may be purchased at reasonable prices; second: means with which to repaint the buildings, to repair the fences, to renew the roof on part of the young women's dormi-



tory, to purchase apparatus and material for the physical and chemical laboratories, to provide safer and more economical heat and light for the buildings, to improve the source of water supply, to purchase organ or piano for the chapel and model school, to enlarge the sewer system and bath room facilities and to make numerous small repairs and improvements.

#### PROSPECTS.

At this writing there have been enrolled for the year 1902-03 one hundred and two students besides the twenty-four pupils in the Model School. From present indications we may expect a large increase in attendance the first of January when the teachers have finished their fall schools.

#### RECOMMENDATION.

I recommend that appropriations be made sufficient—

1st. To purchase adjacent lands necessary to the development of the institution while they are available at reasonable prices

2d. To make the repairs and improvements needed as enumerated above.

3d. To provide an assistant for the Principal—a person competent to keep the accounts and records of the school, to write short hand, to act as librarian and perform other important duties under the direction of the principal. As a mere matter of business this provision is a necessity. At present the principal's time for teaching is abridged and a large amount of his energy must be given to the mere details instead of to the higher development of the institution; and a clerk, whose time would cost much less than the principal's could perform such services with proper direction, just as well as the principal himself.

4th. To provide both equipment and talent necessary to give elementary instruction in manual training of as thorough, comprehensive and practical nature as the prospective needs of our students demand. This instruction should include brief but scientific courses in domestic arts, cooking, sewing, etc., as well as what is ordinarily implied by the term Manual Training. I do not deem it necessary to maintain throughout the year a special teacher for each of such departments. With a small

amount of money properly expended, much good work can be done under thoroughly competent direction by combining the work and utilizing the most available talent.

Respectfully submitted,  
C. L. HAYES,  
Principal.

## South Florida Military and Educational Institution.

Bartow.

Hon. W. N. Sheats, Secretary State Board of Education,  
Tallahassee, Fla.

I have the honor to report, in as brief a space as practicable, the operation of this institution for the two years ending June 30, 1902.

### ATTENDANCE.

I. The enrollment of students in the regular classes, for the session of 1900 and 1901, was 55. Of this number eight were discharged and one dismissed during the year. The enrollment for the session of 1901 and 1902 was 53. Three of these were discharged during the year, and one did not report for duty.

II. The attendance has averaged something over ninety-five (95) per cent. of the enrollment.

III. There have been fourteen graduates during the two years—six in 1901 and eight in 1902—to all of whom diplomas were granted for completing the prescribed course. The number of full graduates to date has been forty-four.

### IMPROVEMENT DURING THE BIENNIUM.

1. The buildings on the ground in 1900 and 1901 have all been repainted, and many repairs to buildings and improvements to grounds made, during the two years. These were paid for out of the funds received from pay students and other sources. These expenditures were necessary to protect the buildings and keep the property in good condition. The fine parade ground has also been

plowed, cross-plowed, harrowed and rolled several times during the past summer.

II. The equipment has been improved by additions to the laboratory, and by the purchase of new rifles and accoutrements, paid for from the same fund, it being impossible to obtain them from the State.

III. There have been no changes in the faculty during the biennium and no additions to the regular course of instruction though a few minor changes in the course have been made.

IV. At its last session, April and May, 1901, the Legislature purchased the buildings, grounds and other property, for the Institute, for the State, and made an appropriation of \$3,500.00 for improving and enlarging the barracks and laboratory, and putting in a steam heating plant. The improvements, under that appropriation, have all been made, except the heating plant, and that is now in course of construction.

#### PROSPECTS AND NEEDS.

Further improvements and prospects will depend upon the liberality of the next Legislature. A few more buildings are needed, and a fuller equipment of arms and accoutrements, school furniture, laboratory fixtures and material. With these supplied, there is little doubt of a considerable increase of attendance. According to modern ideas, school buildings and surroundings must be made attractive and comfortable, in order to draw patronage; and their equipment must be such as to give students the best facilities for work, in order to retain patronage, when obtained. The only regular appropriation this institution has ever had is the \$3,500.00 already referred to\*, and this was too small to accomplish much, or all even that it was intended to accomplish, except in a very imperfect manner.

The outlook for increased attendance in the future is good and is improving yearly.

[\*i. e. The only specific appropriation for improvement of plant. The total appropriations for maintainance for eight years amount to \$66,800; in addition \$6,000 for purchase of grounds and buildings and the \$3,500 mentioned were appropriated last year beside the regular appropriation of \$9,000 per annum.—W. N. S.]

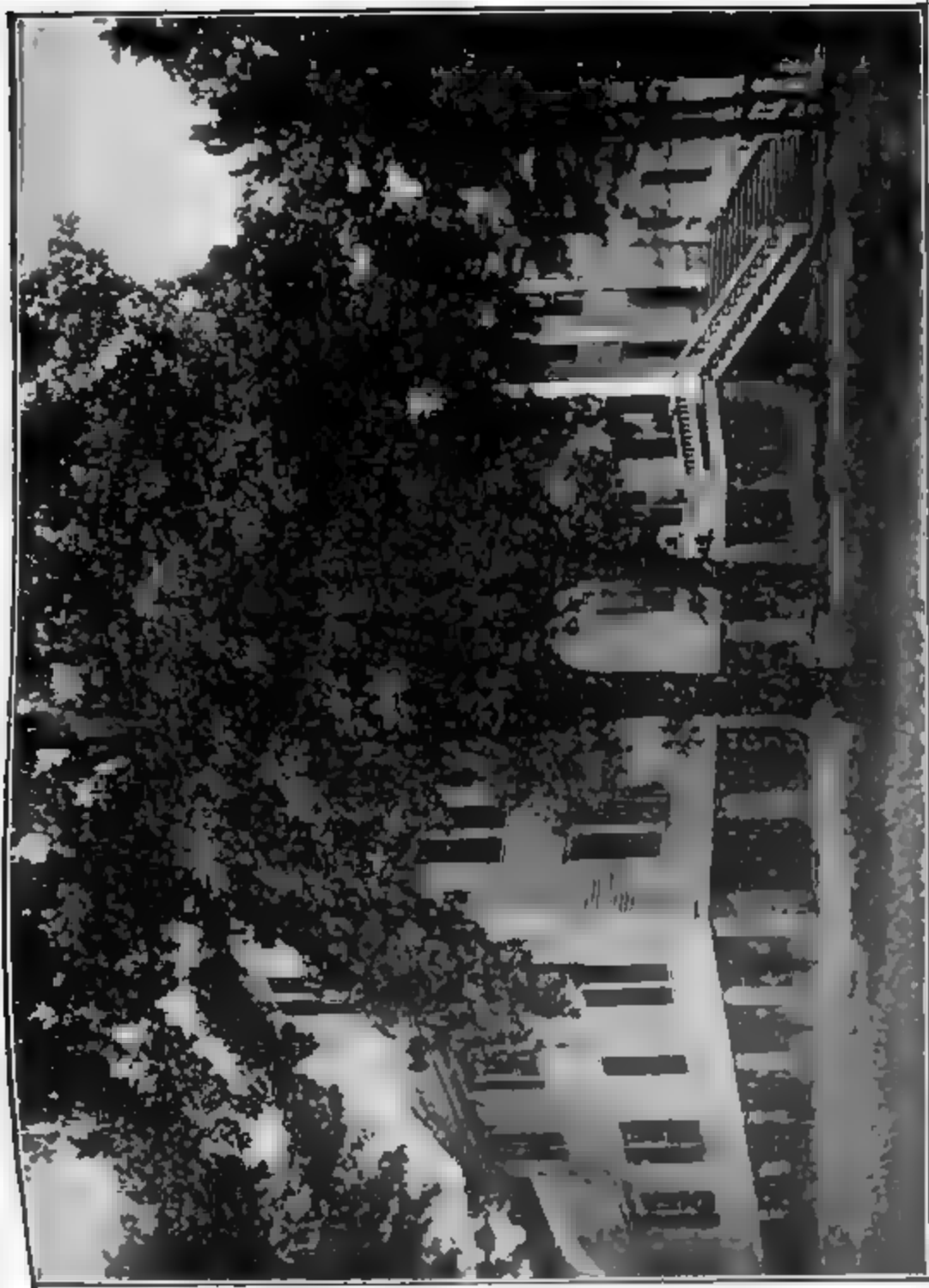


PLATE 14—FLORIDA STATE COLLEGE, GIRLS' DORMITORY.

THE  
LIBRARY OF  
THE  
UNITED STATES  
DEPARTMENT OF  
THE ARMY  
WASHINGTON, D. C.

## SCOPE AND FIELD OF WORK.

work of the institution is directed on practical and to practical ends:

to give to its graduates a sound, practical training which prepares them to enter on professional study or pursue technical courses in higher institutions.

To fit them for the successful discharge of duty in vocation in life, and especially for the duty of good citizenship. The results thus far achieved in the standing of graduates in business and professional life, prove this end is being accomplished. The following is a statement of the financial condition of the institution:

## FINANCIAL.

*Expenditures.*

school year ending June 30, 1901—

received from State appropriation. \$9,000 00

*Expenditures.*

maintenance of cadets, including

board, washing, lights, text-books

for insurance.....

\$4,635 00

salaries of Professors.....

4,365 00

\$9,000 00

\$9,000 00

*Resources.*

school year ending June 30, 1902.

from State appropriation.....\$9,000 00

*Expenditures.*

maintenance of cadets including

board, washing, lights, text

books, etc.....

\$4,355 59

salaries of Professors.....

4,020 00

amount paid by State Board Edu-

cation.....

153 60

amount due Institute.....

470 81

\$9,000 00

\$9,000 00

Statement of receipts and expenditures of moneys derived from other sources than State appropriation, for the year ending June 30, 1901.

*Resources.*

From amount received from pay  
pupils and other sources.....\$ 1,0050 00

*Expenditures.*

For painting barracks and mess hall throughout and material for same	\$ 453 39
For papering and for lumber and car- penter's work wainscoating barracks	219 87
For Quarter Master and Musician..	54 50
For putting electric lights in bar- racks and mess hall.....	30 00
For printing, die for uniform buttons and commencement exercises.....	45 75
Balance due Institute.....	\$ 240 49
	<hr/>
	\$1,050 00—\$1,050 00

*Resources.*

For school year ending June 30, 1902.	
Amount received from pay pupils and other sources.....	\$ 644 01
Amount of balance from last year..	246 49
	<hr/>
	\$ 890 50

*Expenditures.*

For care barracks during summer recess and work on grounds.....	\$ 148 50
For chairs and other school furniture, repairs to cots and wood for year	181 44
For printing and maps.....	11 50
For crockery and hardware.....	75 67
For bugler, hospital steward, com- mencement and other expenses	385 85
Balance due Institute.....	87 54
	<hr/>
	\$ 890 50

*Indebtedness.*

The institution has never had a debt which it could  
not pay on demand.

Respectfully submitted,

E. M. LAW, Supt.

# St. Petersburg Normal and Industrial School.

St. Petersburg.

St. Petersburg, Fla., Nov. 1, 1902.

Hon. W. N. Sheats,  
State Superintendent of Public Instruction,  
Tallahassee, Fla.

Dear Sir:

In compliance with your request of recent date I herewith submit a report of the St. Petersburg Normal and Industrial School for the year beginning July 1st, 1901, and ending June 30, 1902.

## FINANCIAL.

### *Receipts.*

Receipts—

Appropriation by the State.....\$5,000 00

### *Expenditures.*

Salaries.....	\$2,480 00
Matron and Janitor.....	200 00
Printing.....	66 91
Postage.....	6 00
School Desks.....	178 50
Laboratory Apparatus and Supplies.....	177 06
Freight and Express Charges.....	64 90
Supplies for Manual Training School.....	18 40
Incidental Expenses of Dormitory.....	40 00
Octavo Music.....	5 16
Labor.....	16 90

Total.. ..	\$3,253 83
Balance on hand July 1, 1902.. ..	\$1,746 17

## ATTENDANCE.

1 Enrollment of regular students in classes proper, male 54, female 54—Total, 108.

2 Enrollment of special students in classes proper, male 0, female 3—Total, 3.

3 Enrollment in special normal classes, male 1, female 11—Total, 12.



**Counties Represented in Enrollment—Hillsborough, Manatee, Pasco, DeSoto, Polk, Osceola, Sumter, Duval, Marion, Putnam.**

No students were graduated from the normal and industrial departments during this year.

Percentage of average attendance of students enrolled is 83.4.

#### **BUILDINGS AND REAL ESTATE.**

As our school is a new school, our buildings are for the most part, new. The school now has five buildings valued at forty-five thousand dollars. The Normal and High School building is a two story brick structure containing wide halls and eight large well lighted recitation rooms. The Normal School Library and Study Hall, and the Scientific Laboratories are on the second floor of this building.

The Graded School building is a two story wooden structure containing six recitation rooms and the school assembly hall.

The Manual Training School is a two story brick building containing six rooms. The principal's office and the wood working shops occupy the first floor, and the Domestic Science rooms are located on the second floor.

The Normal and High School, Graded School, and Manual Training School are located on the same campus. This campus is beautifully shaded by oaks, and fronts on a pretty little lake.

The Manual Training School Annex is a two story brick structure eighty by one hundred and fifty feet in size. The greater part of the interior of the annex consists of a large hall which is used as a gymnasium, drill hall and armory, and as an assembly hall.

Our Normal School building is one of the best equipped school buildings in the State. It is seated with single seats throughout. Each recitation room has light from two sides, and has a separate cloak room lighted from without.

The School Library consists of a thousand well selected volumes, selected with especial reference to the Nor-

**EQUIPMENT.**

mal and Industrial work. The Scientific Laboratory contains a thousand dollars worth of apparatus for use in teaching Botany, Zoology, Physics, and Chemistry.

The Graded School is seated with double desks, and is well supplied with all schoolroom accessories, such as maps, charts and so forth.

The boys' workshop of the Manual Training School is equipped with lecture platform containing twenty-four opera chairs with tablet rests; an instructor's workbench facing this platform; twenty-four workbenches each having an outfit of tools; a fine assortment of special tools arranged on the wall at the sides of the room; and machines as follows: four-horse power kerosene engine, combination rip and cut-off saw table, eighteen inch planer for wood, band saw, grindstone, scroll saw, wood lathe, and iron lathe.

The equipment of the Domestic Science Kitchen consists of a six hole range with hot water tank and all accessories, a large sink, kitchen tables sufficient for a class of sixteen girls, sixteen small oil stoves, cupboards, shelving, refrigerator, and assortment of kitchen utensils.

The equipment of the Domestic Science Dining Room consists of dining table, dining chairs, side tables, china closets, etc. The equipment of the Domestic Science Sewing Room consists of two large sewing tables, cases for holding materials, two dozen chairs, and six sewing machines.

The Domestic Science Reception Room is furnished with a lounge, hat rack, and chairs.

The equipment of the Manual Training Annex consists of a complete equipment for a company of fifty cadets, consisting of uniforms, caps, leggings, gloves, belts, bayonet scabbards, guns, bayonets, tents and a company flag; a small brass field piece of the Hotchkiss pattern; a complete equipment for a Girls' Physical Culture Class consisting of Gymnasium suits, dumb bells, Indian clubs, tennis outfit, basket ball outfit, etc. A thousand dollar pipe organ, and a stage twenty-six by sixty-four feet in

## PROSPECTS.

The outlook for attendance at the coming session is very good.

## PRESSING NEEDS OF THE SCHOOL.

## Buildings—

We need an additional building for the Manual Training School which should contain a forge room, a moulding room, and a room for wood and iron working lathes.

We need a larger library, more apparatus for the scientific laboratory, more equipment for the domestic science department and more new tools for the wood working department.

We need a new steam heating plant for the buildings.

We need dormitories for both young men and young women. This is one of the most pressing needs of the school.

## Faculty and Organization—

An instructor for the boys' manual training department who can give his entire time to the work, is needed. This work at present is done by the principal of the school, and as the general management of the school requires so much of his time, he has not time to give the manual training work the attention it requires.

## SCOPE AND FIELD OF WORK OF THIS SCHOOL.

We wish to make this a Manual Training Normal School. The object of this Institution is to train young men and young women to be teachers. We aim to give our pupils hand and eye training, and physical exercises such as will produce a harmonious development of the mind and body. The work of this school is to prepare teachers who may go out and take charge of schools in which manual training may be taught.

The industrial development of the State of Florida depends upon the industrial education of the children who attend the Florida public schools.

## PLANS CONTEMPLATED FOR FUTURE DEVELOPMENT.

a.—The erection of a large school building which will provide more recitations rooms, separate rooms for the

scientific laboratories, rooms for an art department, and a school assembly room.

b.—The erection of a separate building which will provide rooms for use in teaching vocal and instrumental music.

c.—The erection of buildings to be used as dormitories.

d.—The increase of the School Library to many times its present size.

#### RECOMMENDATIONS.

I recommend that the State appropriation for the support of this school be increased to ten thousand dollars per annum, and that this school be made a State Manual Training Normal School.

#### GENERAL COMMENTS.

As the school was not organized as a State Institution until August 5, 1901, and as one of the principal buildings of the school was but partially completed at that time, it is evident that this school is not able to make as good a showing in this report as it is able to make now that it is fully organized and has all its departments in regular working order.

During the past few years we have labored hard while endeavoring to build up a good school at St. Petersburg. So far, success has crowned our efforts, and we trust that the State will increase the appropriation to assist in the maintenance of the school, as it is for the benefit of the State that we have labored.

Very truly,  
JOS. E. GUISINGER,  
Principal.

## The Florida Institute for the Blind, Deaf and Dumb.

St. Augustine.

St. Augustine, Fla., Nov. 15, 1902.

Hon. W. N. Sheats, State Superintendent of Public Instruction,

Tallahassee, Fla.

Dear Sir—I have the honor to submit this my first biennial report, for the period ending June 30, 1902.

## FINANCIAL.

1900—1901.

Receipts. Annual appropriation...	\$10,000 00
Disbursements, Deficit for preceding year .....	12 52
Total expenses for year.....	9,294 48
Balance on hand July 1, 1901....	793 00

10,000 00

1901—1902.

Receipts.	
Balance on hand from last year..	\$ 793 00
General appropriation for maintenance.....	12,000 00
Special appropriation for clothing	250 00
Special appropriation for transportation.....	250 00
Special appropriation for insurance.....	200 00
Special appropriation for building and repairs.....	1,000 00
	17,493 00
Disbursements. Total expenditures	15,792 90

1,700 10

Total balance July 1, 1902.....	
Balance clothing appropriation...\$	250 00
Balance special appropriation building.. .....	4 00
Balance general appropriation...	1,446 10
	1,700 10

## EXPENDITURES FOR SEPARATE ITEMS.

	1900—1901	1901—1902
Groceries.. ..	\$ 1,403 72	\$ 1,621 63
Beef, pork and fish.....	567 53	874 61
Provender for cows and horse...	251 89	282 92
Fuel, wood and coal.....	282 75	342 99
Lights, lamps and oil.....	100 92	102 27
Supplies for laundry.....	73 66	97 12
Medical attention .....	127 50	81 25

.....	55 95	67 48
.....	100 46	133 46
ks., maps, charts, post- and stationery.....	226 79	260 11
r and tableware..	10 01	20 14
dding for dormitories, s, furniture and desks..	51 78	408 63
and express.....	5 15	31 51
for shops and industries	61 38	28 92
for printing office.....	16 15	23 00
ce.....	.....	281 90
rtation of pupils.....	432 75	472 87
neous .....	212 36	281 05
<hr/>		
r supplies.....	3,971 75	5,414 86
; and repairs.....	134 45	4,813 63
and wages..	5,098 28	5,564 41
<hr/>		
expenditures for year...\$	9,204 48	\$ 15,792 90

## CAPITA COST FOR EACH YEAR OF THE BI-ENNUIUM.

	1900—1901	1901—1902
· pupil for groceries....\$	37 05	\$ 41 02
· pupil for all supplies...	66 19	79 63
· pupil for all expenses, t for Special Building repairs paid out of the l appropriation)..	153 40	173 40
· pupil for Medicine and Attention..	3 06	2 18

## ATTENDANCE.

Deaf.	1900-01	1901-02.
.....	17	15
.....	17	22
Blind.		
.....	6	6
.....	2	4
Deaf.		
.....	10	13
.....	8	7

**Negro, Blind.**

Male .....	5	4
Female .....	5	2
	<hr/>	<hr/>
Total .....	65	73

Twenty-eight counties were represented in the enrollment each year.

**GRADUATES.**

At the close of the first term certificates were issued to the following white deaf:

Henry Shirley, Mariana; Henry Esar, Jacksonville; and W. Edward Pope, West Palm Beach. Having learned the printers trade here, they readily secured good positions in Jacksonville and St. Augustine. However in a few weeks Shirley at the request of his father returned to his home and is now engaged in farming.

**HEALTH.**

Two deaths have to be reported, both from heart trouble. In April, 1901, Sonnie Sommers, of Putnam County, age 18, negro, blind, died. And on May 1, 1902, Albert Fackler, deaf white, of Levy County, age 16, died. Besides these two cases, we have had no serious sickness. Some few of the pupils from the malarial sections of the State have chills and fever at times after their arrival. Most of the children improve in looks and weight after spending the term with us.

**IMPROVEMENTS—NEW BUILDINGS AND SPECIAL REPAIRS.**

The last Legislature appropriated \$4,000 for building a two-story addition, connecting the central and the west buildings, enlarging the dining-room, adding an upper story over the dining-room and kitchen, re-roofing the buildings and re-painting. The contract was awarded to Messrs. Edminster and Bragdon for \$3,996.00. W. T. Davis was employed as expert builder to supervise the work, and was allowed by the Board of Managers \$355 for his services. Under this contract, two new additions were built, all the exterior of the buildings occupied by

the school for the whites was re-painted, all the roofs re-shingled, except on the house known as the barn and the buildings used for the Negro School.

#### GENERAL REPAIRS.

Having no special appropriation for this purpose, only such repairs have been made as seemed absolutely necessary. The plumbing plant has required almost constant repairing, and this has made up a large portion of amount expended under the head of "Building and Repairs."

#### ADDITIONS TO EQUIPMENTS.

In spite of the increased cost of maintenance caused by the advance in price and the increased attendance, I report the following improvements and additions to our equipments: 1. New refrigerator for meats. 2. A larger tank for hot water in the kitchen, with pipes running to all the dormitories. 3. New hood or canopy for the cooking range. 4. New heaters for the dormitories, school rooms and teachers' apartments. 5. Additional iron beds and bedding for dormitories. 6. Chapel and study hall made by removing partitions in the lower floor of the boys' building. 7. Little boys' dormitory over the dining-room. 8. Extensive purchases of text-books, maps, and other school supplies to suit our changed curriculum, and bring our school into closer touch and harmony with other schools for the deaf and the blind. 9. Hylo-plate blackboards placed on walls of the advanced and intermediate rooms for the deaf and six new patent desks for the primary room. 10. New tables, book presses, wardrobes, made by Mr. Allen, for dormitories and school rooms. 11. The garden area increased to the utmost limit of the land that could be spared.

#### GIFTS.

The following additions to the equipments of the blind department have come in the way of gifts:

From Dr. A. Anderson, St. Augustine, new Remington typewriter, \$100.00.

From Miss L. B. Hustead, Brooklyn, N. Y., for embossed maps, cash, \$50.00.



From W. E. Harmon, New York City, books for the library to the value of \$200.00.

From Wing & Co., New York City, through Governor Jennings, new piano, \$400.00.

#### IMPROVEMENTS IN SCHOOL ORGANIZATION.

The position of Head Teacher and Supervisor of Teaching has been created. Mr. Carter, formerly of the Kentucky School for the Deaf, has filled this position, besides teaching the advanced grades of the white deaf. Our course of study has been so changed, and text-books purchased as to bring us in line with the experience of teachers coming to us from the older and better schools. Two of the lady teachers, by a system of rotation of classes, give oral instruction to every white deaf pupil who exhibits any aptness to be taught by that method. The addition of a lady supervisor for little boys in their own dormitory, separate from the larger boys, is a great improvement.

#### HANDICRAFTS AND INDUSTRIAL WORK.

While the purpose of the school is educational, the statute contemplates the giving, to each pupil, such manual training as will aid him in the matter of self-support. We have only one trade, strictly speaking—that of printing. During the first year of the period eight deaf boys, and five during the last term, received daily instruction and practice in typesetting. They do all the mechanical work of The Herald, our school paper, which compares favorably with other publications sent out by the best schools.

All the pupils, unless sick, are expected to do their share in keeping the buildings and premises in good order. Sewing, knitting, fancy work, all kinds of house work, dressmaking, bed work, and basket making, are taught the deaf girls. The deaf boys, not in the printing office, work in the garden, about the place, saw wood, and learn the use of carpenters' tools.

The blind boys and girls receive instruction in bead work, chair-caning, sewing and music. We teach the blind music not as an accomplishment but as an industry and for its educational value.

During the past biennium two handicrafts have been added to our industries, viz.: Basket-weaving and type-writing. Next term piano-tuning for the white blind boys, and shoe-making for the deaf negro boys, will be introduced. It is hoped that adequate funds will be given to add broom and mattress making to the blind department, and cooking and regular courses in Sloyd and wood work for the deaf. As the deaf and blind can do little with machinery, we owe it to them to provide every handicraft that gives promise of help to them in life.

#### THE NEGRO SCHOOL.

Unfortunately, this department is in the same yard, yet it is instructed and cared for in separate buildings and under separate teachers. The negroes have the same text-books and course of study and hours for school and work as the whites.

#### PROSPECT AND OUTLOOK.

As we have no special funds for the purpose, we have no plans for prospective improvements and additions to the plant. The constantly increasing attendance and the advancing prices of most supplies will forbid any except the most urgent repairs.

The outlook for the next term indicates that the attendance will tax all our available space in the dormitories and dining rooms. I have tried, through the County deaf and blind children that this a real *school*, and not a Superintendents and others, to convince parents with asylum for the safe keeping of weak-minded, afflicted ones. As this becomes more generally known, our attendance increases and pupils enter at an earlier age.

#### FINANCIAL NEEDS.

Special appropriations for immediate use:—  
 For new buildings, for shops and equipments,  
 and gymnasium ..... 5,000 00  
 For a heating plant, in place of the wood  
 heaters ..... 2,500 0.  
 For a lighting plant, in place of the kerosene..  
 lamps .. ..... 1,500 00

Repairing and painting the present buildings.. 1,500 00  
 For new brick buildings, fire-proof, with equip-  
 ments and land ..... 50,000 00  
 The present grounds and buildings to be left for the  
 negro school and the garden and stock.

#### ANNUAL NEEDS FOR EACH YEAR.

For transportation of pupils .....	\$ 500 00
For clothing .....	500 00
For insurance .....	200 00
For library books .....	200 00
For maintenance for 75 pupils at \$200 per capita	1,500 00
For current repairs and grounds.....	800 00

#### SCOPE AND FIELD OF WORK OF THE SCHOOL.

I recommend that the name of this institution be changed to the Florida School for the Deaf and the Blind. I also recommend that all words like "Asylum," "Institute," "indigent deaf," and "indigent blind," "inmates," be stricken from the statutes relating to this school, as misleading, and offensive to those with deaf and blind children. I also recommend that the law be so changed as to give the Board of Managers authority to allow certain pupils to continue in school after they reach the age limit. Under the law as at present, even if a deaf or blind child is kept at home by ignorant parents till he reaches the age of twenty, he must drop out when he reaches twenty-one. Give the Board power to make exceptions in certain cases.

If this school is to accomplish the full purpose of its creation—to educate and make self-supporting the deaf and the blind children—appropriations for more adequate buildings and equipments should not longer be withheld. I ask the next Legislature to consider my requests for increased appropriations in the light of the following facts:

1. We need more room in almost all departments.
2. Florida alone has tried the experiment of having the schools for the two races in the same yard. In the South, two separate schools are a necessity, and they should be on different lots.
3. Florida is the only State with a State school for this

class in wooden buildings, with kerosene lamps and wood heaters, without a watchman and without any fire protection whatever. This is a dangerous experiment with human life, that should no longer be practiced by a generous State.

4. The history of other institutions for these sub-normal children illustrate the fact that private beneficence will come to supplement State aid only when a school has permanent buildings.

5. The need for larger grounds, more land for garden, and for future growth, has become a serious fact.

6. For the year 1899-1900 the average attendance at all the schools of this class in the United States was 245, and the average per capita cost was about \$250.

7. In January, 1901, Alabama allowed her school, with an attendance of over 200, a per capita allowance of \$230, aside from special appropriations. Utah, with an attendance of 75, allowed \$300 per capita. The larger the attendance the smaller can be the per capita cost, with equal efficiency.

8. Since January, 1900, the average cost of living has advanced fully 25 per cent. Yet I ask for our school only \$200 per capita for 75 pupils, which is \$30 less than Alabama with the attendance over 200, \$50 less than the general average with 245, and \$100 less than Utah with 75 pupils.

9. We are dependent on the other States for expert teachers and experienced supervisors, and we must pay equal salaries in order to command efficient, permanent help.

10. One other fact: Florida allows for a scholarship at the State Normal College, and also at the South Florida Military Institute, \$200 a year. Of this I do not complain but only ask the same per capita allowance at the *only school* in the State for these children of perpetual silence and darkness.

Respectfully submitted,

WM. B. HARE,

Superintendent.

# State Normal and Industrial School.

Tallahassee.

(For Colored Students.)

The Honorable William N. Sheats,  
State Superintendent of Public Instruction,  
Tallahassee, Fla.

As per your request, I have the honor of herewith transmitting the biennial report of the Florida State Normal and Industrial School.

I wish to preface this report with the remark that my official connection with this school began the second year of the biennium covered by this report.

## FINANCES.

### 1. Receipts for year ending July 1, 1901:

a.—Morrill Fund.....	\$ 12,500 00	
b.—State Appropriation.....	1,181 87	
c.—Rent.....	25 00	—\$ 13,706 87

### 2. Receipts for year ending July 1, 1902:

a.—Morrill Fund..	\$ 12,500 00	
b.—State Appropriation (Bal. July, 1901) .....	86	
c—Contingent Fund—		
Sales industrial product .....	757 98	
Insurance, barn.....	242 82	
State appropriation .....	5,500 00	
d—Farmers' Institute Appropria- tion .....	600 00	—\$19,601 66

Total for Bi-ennium .....\$33,308.53

### 3. Expenditures for year ending July 1, 1901:

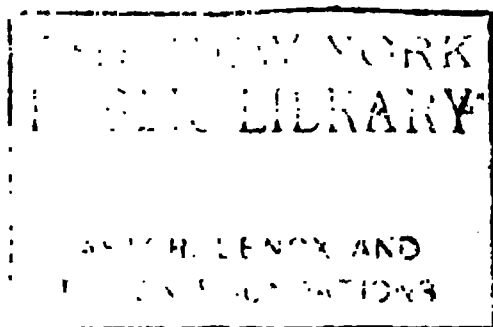
a—Morrill fund (salaries, etc.)..	\$12,500 00	
b—State appropriation (improv- ing, etc.,) .....	1,206 01	—\$ 13,706 01

### 4. Expenditures for year ending July 1, 1902:

a—Morrill Fund (salaries, etc.)..	\$12,500 00	
b—State Appropriation .....	5,747 67	



PLATE 15—FLORIDA STATE COLLEGE, BIOLOGICAL LABORATORY.



(Permanent improvement.)		
-Contingent expenses .....	1,000	80
-Farmers' Institutes .....	160	74—\$19,409 11
<hr/>		
tal for Bi-ennium .....	\$33,115	12
alance on hand (State appro-		
priations) July 1, 1902.....	193	41

## ATTENDANCE.

-Enrollment (for second year of bi-ennium, not in-	
cluding Model School—	
a. Preparatory School.....	80
b. Normal School.....	73
<hr/>	
Total .....	153

-Counties Represented .....	28
-Graduates from Normal School—total for bi-	
ennium .....	9

-Percentage average attendance students enrolled.. 85

During the bi-ennium the following improvements have been made:

7. Building and Real Estate.—A dairy building has been erected, a horse barn and a sixteen-room cottage for dormitory purposes for young men. An addition has been made to the real estate of the school by the purchase of the "Weeks Place," a twenty-acre tract adjoining the school's campus.

8.—Equipment.—New equipments have been confined principally to the Agricultural Department which has a very well equipped dairy and hennery, together with modern improvements, such as seeder, a sulky cultivator, double disc breaking plow, a harvester and a shredder.

9.—The following industrial courses have been added to the curriculum; Millinery, tailoring, blacksmithing, wheelwrighting, laundry and painting.

The academic course has been reorganized with a view to make it intensive—thus to bring it into harmony with the general purpose of the school; the practical preparation of the students for the work of practical life.

To this end the Faculty also has been reorganized under new presidency.



### PROSPECTS.

1. It is hoped that the 1903 session of the Legislature will make provisions for improvements seriously needed—the erection of a central building for academic and executive purposes, and a mechanic art building for the proper teaching of the industries, most of which are now tucked away in nooks and cellars; and for a modern cow barn.

2. At the time of writing of this report, October 30, 1902, the school is full, and students are still applying for admission.

### SCOPE OF WORK.

The school has a three-fold mission—Normal, Agricultural and Mechanical. It is the Normal School for the Negro section of the Florida public school system. It is also the Agricultural and Mechanical School for the Negro youth of the State. The plan is to send into the Negro schools of the State properly trained teachers; to the farms and shops well-equipped artisans; and to the State at large intelligent, law-abiding and thrifty citizens. The academic work is thorough and progressive, covering that of a good secondary school.

### PLANS.

During July and August of 1902, under the auspices of this school a series of Farmers' Institutes was held in four Middle Florida counties. This is the beginning of the movement that prophesies much for the Negro farmers of the State. The Legislature will do well to continue its appropriation for this purpose.

During the spring term of 1901 and 1902, there was held in this school a *special school* for teachers. The plan is to have this movement accomplish for the *active* teachers what the institutes accomplish for the *active* farmer—to make them more efficient in their work. We are hoping for substantial encouragement in this effort also.

### RECOMMENDATIONS.

As stated elsewhere in this report, our most urgent needs are for a modern industrial building for the progressive and successful teaching of the mechanical in-

dustries, for a modern cow-barn, and for a central administration and academic building. It is recommended that an appropriation of \$40,000.00 be made for meeting these needs, that this school may be placed in the front rank with similar institutions in the other Southern States.

Respectfully submitted,  
NATHAN B. YOUNG,  
President.

## CHAPTER VIII.

# Private and Denominational Institutions.

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In order that this Report may show as fully as possible the educational conditions of the State, it is necessary that space be given to present the character and work of the more influential private and denominational institutions. While these schools can scarcely be considered a very large factor in elementary education, in secondary and higher education they perform a considerable proportion of this grade of teaching done in the State and several of them are doing a high grade of educational work and deserve every possible encouragement as co-workers with the State Colleges.

Space was tendered to as many of these schools as were known to the State Department, for a complete statement of their attendance, terms of admission and tuition, scope and field of work, faculties, recent improvements in plant, courses, etc., and the general condition and outlook. Space was offered also for the insertion of such illustrations as might be supplied without expense to this Department. All such material was received subject to approval. Everything which tended to serve merely as advertising, or which failed to indicate to the readers something of value regarding the educational facilities offered, has been rejected.

Some institutions worthy of place in this Chapter have I regret to say, failed to avail themselves of this opportunity. As the Department possesses no data regarding their work except that furnished in response to their requests, the deficiency cannot be supplied for them.

# John B. Stetson University,

## DeLand.

The following report of John B. Stetson University is hereby submitted in accordance with your circular letter.

### ATTENDANCE.

	1900-1	1901-2
Regular College Students .....	21	48
Special College Students.....	12	12
Law Students .....	5	15
Preparatory Classes .....	173	239
Normal and Business Students .....	96	127
Florida Counties Represented .....	29	29
States Represented .....	16	24
Foreign Countries Represented .....	2	3
Graduates .....	28	49

### TERMS OF ADMISSION, TUITION, ETC.

The College of Liberal Arts, requires for admission to the Freshman year the equivalent of four years work in a preparatory school of high grade. Tuition per school year \$66. Board, room, heat, light and laundry, \$156. The Department of Law, requires the student to be at least nineteen years of age and to have academic education satisfactory to the faculty. Tuition per school year \$66. Board, room, heat, light and laundry, \$156. The School of Technology requires for admission to Apprentice years, a practical knowledge of Arithmetic, English Grammar, United States History, Geography and Orthography. To the Freshman year, the work of the Apprentice years or its equivalent. Tuition per school year: Apprentice years \$38. School of Technology, \$66. Board, room, heat, light and laundry \$156. The Academy and the Normal School require a student to pass a satisfactory examination in Arithmetic complete, English Grammar, Elementary Composition, United States History, Geography, Spelling and Writing, or to present a satisfactory certificate of having performed the above work. The tuition in either of the above is \$38 per school year, and Board, room, heat, light and laundry will cost \$156.

## SCOPE AND FIELD.

John B. Stetson University as now constituted includes the College of Liberal Arts, the Department of Law, the School of Technology, the Academy, the Normal and Practice School, the School of Art, the School of Music and the Business College. The College of Liberal Arts is affiliated with the University of Chicago, and the requirements for admission thereto are practically the same as in the foremost American Universities. The Department of Law offers a thorough course of two years, which leads to the degree of Bachelor of Laws. Under the statutes of Florida all graduates of this department are admitted to the bar on motion of the court.

The School of Technology offers courses of Electrical Engineering, Civil Engineering, Mechanical Engineering, Manual Training, and Domestic Science. In the Spring of 1903 special classes will be formed in manual training for the public school teachers who will make it possible for these teachers to give later the same instruction in their own schools. The Academy offers a four years course which will enable students to prepare for any American College and also provides a liberal course of study for those who are unable to take a full College Course. The Normal Department is intended for those who are definitely preparing to teach. The course extends through two years. In addition to the professional course those desiring it may take additional work in the Academy and College in such subjects as will enable them to secure a State certificate. The practice school consists of three departments, Kindergarten, Primary and Grammar School. In the two latter, eight years of work is offered corresponding to the eight grades of the public schools. Each normal student is required to teach in the Practice School under expert direction and criticism. Courses are also offered in Kindergarten Training whereby young women are prepared to pass uniform examinations in any state where Kindergartens have been made a part of the Public School System.

## THE FACULTY.

Consists of forty-six professors and assistants who give instruction in the following departments, viz:

Philosophy and Pedagogy, Psychology, Logic, Ethics, History, Greek, Latin, Mathematics, Chemistry, Physics, Biology (including Zoology, Botany, Geology and Physiology) English, French, German, Spanish, Mechanical and Civil Engineering, Domestic Science, Manual Training, Law, Business (including Bookkeeping and Banking, Stenography and Telegraphy, Art, Vocal and Instrumental Music (including Piano, Organ and Violin) Elocution, Methods of Teaching.

#### IMPROVEMENTS.

**Buildings;** There have been added to the University Buildings during the past two years, Science Hall and a Power house at a cost of \$35,000; Conrad Hall--a Dormitory for men costing \$4,500; and East Hall,, a house for college men costing \$3,000.

**Equipment:** The entire equipment for the School of Technology and for the Law School and large additions to the equipment of the departments of Chemistry and Physics, and Biology, have been added within the past two years at a cost of \$25,000.

#### NEW COURSES.

Courses have been organized in Civil, Electrical and Mechanical Engineering, Manual Training, and Domestic Science in the School of Technology; a two years course for Teachers in the Normal School and courses for the degree of Bachelor of Philosophy and Master of Arts in the College of Liberal Arts.

#### PROSPECTS.

Among contemplated improvements should be mentioned the new plans for the Business College, involving a complete new equipment, which is now being made from special designs expressly for the new and greatly enlarged quarters, which are being fitted up for this department. Negotiations are also under way for a new house for college men.

JOHN F. FORBES, President.

# Rollins College,

## Winter Park.

**Founded 1885. Under special Florida charter.**

**Location**—Winter Park, a typical high-grade residence and college town.

**Plant** consists of 7 buildings and 20 acre campus.

**Departments**—College, Preparatory School, Music School, Art School, Business School, School of Elocution.

**Faculty**—Twenty-five instructors are employed.

William Fremont Blackman, A. B. (Oberlin), B. I. (Yale), Ph. D. Cornell, (Berlin, Paris), is President and Lecturer in Sociology.

Oliver Cromwell Morse, A. B. (Yale), B. D. (Union Seminary), (Oxford, Germany), Vice-President and Professor of Bible Study.

Robert Roy Kendall, A. B., S. T. B. (Yale), Dean, and Professor of Greek.

### COLLEGE—FOUR YEARS COURSE.

In the College, in which the elective system obtains, 120 points are necessary for the Bachelor's Degree; these points, 68 are specified, and 48 elective.

**Specified Courses:** Economics, Sociology, Logic, Psychology, Ethics, Languages, English and American History of the 19th Century, History of England, American History, Natural Sciences, Solid Geometry, Higher Algebra, Trigonometry, Analytic Geometry.

The remainder of the work may be chosen from the Departments of Economics and Law, Bible Study, Philosophy, Greek, Latin, German, French, Spanish, English, History, the Biological and Physical Sciences and Mathematics. The departments in which the most work has been done are mentioned in the diploma.

Admission to the Freshman Class is given on certificate from the Rollins Preparatory School, and similar schools of high rank, including some of the county High Schools.

**PREPARATORY SCHOOL—SIX YEARS COURSE.**

Rollins Preparatory School has a six years course, a year having been added in 1901-1902. In the third, fourth, fifth, and sixth years, three courses of study are offered, which are alike in requiring English, General History, Algebra, Plane Geometry, and Physiology and Hygiene, and differ as to Latin, Greek, Modern Languages, Natural Science, and Advanced Mathematics.

**MUSIC SCHOOL—FOUR YEARS COURSE.**

The Music School is in charge of two instructors, who devote themselves exclusively to it. Courses are given in (a) Voice Culture with Harmony and Theory, and in (b) Piano, with Harmony and Theory.

In 1901-1902 a commodious residence with its grounds was donated to the College. This building, known as Billings Hall, contains the practice rooms and instruction room for Vocal Music. A Mandolin and Guitar Club was organized in 1901-1902. An orchestra has begun rehearsals during the present year.

**ART SCHOOL—3 YEARS COURSE.**

A regular graded course is given in this department. Out-door work is offered in addition to that in the Studio. A Sketch Club meets once a week.

**SCHOOL OF ELOCUTION—2 YEARS COURSE.**

The modern psycho-physical theory is taught, and much time is spent on the theory of expression. A dramatic class of 69 has come into existence during the present year.

**BUSINESS SCHOOL.**

The Business School, offering Commercial Shorthand, and Telegraph Courses, is open without extra expense to the students of the Preparatory School and College.

**TEACHER'S COURSE.**

A review Course for teachers was given in 1902, in which instruction was offered in all the studies required for a certificate of the first and second grades. This



course will be repeated during the months of April and May of the present year.

#### TEACHERS' COURSE.

Two teachers are provided for instruction in the gymnasium. After a medical and physical examination of each student, the necessary exercises are prescribed.

Members of the Varsity teams have been excused from gymnastics during training for the games. A training table is provided in the dining hall. In addition to baseball, basket ball, and foot ball, there is opportunity for tennis, boating, bicycle-riding and golf.

#### SPECIAL COURSE FOR SPANISH SPEAKING STUDENTS

Four courses are given for the benefit of Spanish speaking students. In 1901-1902 the number of such students was limited, as the language is more easily acquired when opportunity to communicate in Spanish is learned. The very best class of Cubans have been in attendance. Their presence has greatly stimulated the study of Spanish. As a result of their proficiency in this language, two college graduates of the class of 1899-1900 and one undergraduate received commissions as school organizers and teachers in the Philippine Islands. All have performed their arduous tasks with great credit, and one of them rendered efficient and needed service in organizing the natives to fight the cholera.

#### CLASSIFIED ATTENDANCE.

	1900-1901.	1901-1902.
1. Enrollment of regular students in college classes proper.....	12	13
2. Irregular students in college classes.....	..	26
3. Enrollment in Preparatory classes.....	115	84
4. Enrollment in Music School..	45	38
Enrollment in School of Elocution.....	10	..
Enrollment in Art School.....	15	7
Enrollment in Business School.	31	50

Enrollment in Teachers' Class.	..	5
Counties represented in enrollment		
1899-1900 .....	16	18
Counties represented in enrollment	12	12
Graduates:		
College, Masters Degree .....	1	..
Bachelors Degree .....	..	2
Preparatory School .....	7	6
Music School .....	1	..
Business School .....	1	..

It is to be noted that for the first time in years, no student has received the degree of Bachelor of Arts, although four received it in 1899-1900.

During the present year there has been a large increase in the number of students doing advanced work. Nearly every department has been built up, the College of Eloquence, and Art School in particular have had much larger enrollment.

#### REVIEW OF BI-ENNIAL.

The College has pursued a conservative policy during the last two years, following out lines already laid out, with little deviation. Its energy has been largely spent in helping young people who were unable to take the regular course, but desired and obtained two or three years of liberal culture in the institution. A small proportion has been graduated. A very encouraging feature was the persistent application for work and its satisfactory performance by some of the students who were here to earn part of their expenses while in school.

The College has raised its standard by adding a sixth year to the Preparatory School. It has decreased the number of students in two ways, by doing away with the Grammar School, and by placing such a limit on the number of Cuban students as to reduce their attendance to about one-half. The number of students in regular classes is constantly increasing.

The large growth of the Music School is particularly noteworthy. The Business School has also greatly flourished under the period under review.

The students help problem, which has been such a serious one in Florida since the "Freeze," has been largely

solved in the last year. Through the munificence of a wealthy man, a large fund is at the disposal of the college, to be loaned to approved students on easy terms, thus affording to many who are without adequate means an opportunity to give uninterrupted attention to study. This provision, with work for students who could partially pay their own way, has enabled many to continue their education.

Another movement by which the College has extended its privileges to students during the past year, was the giving of a number of scholarships to High School graduates. This policy, which will doubtless be continued and extended yet further, gives free tuition to public school students, though the college receives no aid whatever from the State. An important consideration in the venture is the closer cooperation thus secured between the College and the High Schools of the State.

#### EXPENSES.

Tuition per semester of four months:

College.....	\$26 00
Preparatory, Normal and Business School.....	17 00
Music School—	
Piano, half-hour lesson, twice a week.....	17 00
Vocal Culture, two lessons a week.....	17 00
Art School—	
Charcoal, pen and ink, pencil, 3 lessons per week.....	17 00
Painting in both water colors and oil, 3 hours per week.....	22 00
School of Elocution—	
Individual lessons, twice a week .....	17 00
Board and separate room .....	69 00

#### ADDITIONS.

A new music building—Billings Hall—has been added since the last report. The campus has been enlarged to include the building and its grounds, and a street absorbed in the process.

Money has been pledged for another building, the eighth, which will doubtless go up shortly.

A department of Industrial Arts has been carefully considered and may be established. Arrangements are already made for a department of Domestic Science, during the current year.

#### NEW ADMINISTRATION.

Dr. G. M. Ward, who has conducted the institution most successfully for six years, has given up his administrative duties and becomes Professor of Economics and Law. He will devote a considerable part of his time to the financial interests of the college.

The increasing number of interested friends and donors gives strong reason for the hope that a generous productive endowment will soon fall to the lot of the institution, and render unnecessary the expensive labor of raising many thousands of dollars annually. The new President, Dr. Blackman, comes to his task with ripe scholarship, a national reputation, the strongest endorsements and, not least, a knowledge and appreciation of Florida, formed during a long acquaintance and fastened by many interests. Dr. Blackman has been Professor of Sociology in Yale University since 1893, previous to which time he has been prominently identified with Cornell and other institutions.

Submitted in the interests of education and Florida.

E. P. ENSMINGER,  
Registrar.

## The Florida Seminary.

Sutherland.

*Property of the M. E. Church South.*

Enrollment —	
Senior Class.. . . . .	2
Junior Class.. . . . .	3
Sophomore Class . . . . .	7
Freshman Class.. . . . .	50
Sub-Freshman (2nd year) Class . . . . .	70
Sub-Freshman (1st year) Class . . . . .	35

<b>Primary Class</b> .....	35
<b>Specials</b> .....	13

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Total enrollment.....215

We receive pupils of all grades up to the Senior Class, and classify them on examination.

Tuition is charged by the year, from \$10.00 to \$45.00. We have separate dormitories for the sexes, and board is charged at the rate of \$12.00 per month.

The Seminary founded to give Christian training to young men and women, as well as the broadest mental development, character and culture will stand together as the sole factors for perfect manhood. To this end Christian teachers are not only employed to teach facts, but to inspire by breadth of vision and earnestness of life.

We have besides the literary department, music and elocution. The faculty consists of eight teachers, who are graduates of the best institutions and are teachers of experience.

We have a plant consisting of two buildings, one costing originally \$65,000.00 and the other \$12,000.00. The buildings are located on the Gulf of Mexico at Sutherland, twenty-seven miles north of St. Petersburg on the A. C. L. Ry.

We are now receiving applications for rooms for the next year and the outlook is bright for largely increased attendance.

The Methodists of the the State have raised in cash and subscriptions the past year over \$15,000.00, and the prospects for an institution of large usefulness in the years to come, are bright.

Respectfully,  
S. W. WALKER, President.

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## St. Leo Military College,

St. Leo, Pasco County.

This college conducted by the Fathers of the "Order of St. Benedict", was founded in 1889, and in June of the same year, endowed by the Florida Legislature with full collegiate powers and privileges.

Full instruction is given in the classical and commercial courses, as also in those special studies leading to the University. The *preparatory course* is intended for pupils who are not sufficiently advanced to enter the commercial or the classical course. A thorough, practical business education is the prime object of the *commercial course*. Yet it also aims to prepare young men for society, supplying them with such useful knowledge as will fit them for entering a professional calling. Students who pass a satisfactory examination in all the branches prescribed receive the Diploma with the title of Master of Accounts. Three years are ordinarily required for graduation; more advanced students, however, are admitted to the second or the first class on entering the college. The *classical course* is especially designed for aspirants to the Holy Priesthood, yet a social classical training is the soul of a collegiate education. Hence no young man should fail to embrace this course before he devotes himself to any SPECIAL branch of study. Some of the branches embraced by the course of instruction are: Catechism, grammar, orthography, reading, composition, Bible history, arithmetic, United States and General histories, geography, penmanship, German, French, Spanish, Greek, Latin, rhetoric, literature, geometry, trigonometry, bookkeeping, commercial law, shorthand, chemistry, civil government, natural philosophy, theology, algebra, astronomy, political economy, music, drawing, typewriting.

Charges for term of ten months for board and tuition are \$200.00. Graduation fee \$5.00.

#### SOCIETIES.

League of the Sacred Heart of Jesus, St. Benedict's choir, St. Leo Library Association, St. Gregory Sodality, St. Leo Athletic Association, St. Lawrence Dramatic Association, College Orchestra and Military Brass Band, The Lake Jovita Bicycle and Boat Club, Military.

RT. REV. ABBOT CHARLES H. MOHR, O. S. B.,  
President.

# Jasper Normal Institute,

## Jasper.

The Jasper Normal Institute is the only independent Normal in the State. Since 1890, this institution has been preparing teachers and giving a practical education to all its pupils. The best Normal methods are used and an experienced faculty is employed to accomplish these ends.

### BUILDINGS AND EQUIPMENT.

The two large buildings have been connected by a two-story hall-way as may be seen in picture. These buildings contain fifteen large, well lighted rooms, well furnished with equipments, blackboards, etc. We have sufficient supply of apparatus, pianos, maps, globes and typewriters. The library contains several hundred useful volumes.

### COURSES OF STUDY.

The following courses of study are maintained: Scientific, Teachers' Book-keeping, Shorthand, Typewriting, Instrumental and Vocal Music, and Elocution. These courses are so arranged that pupils may take two or more at a time. Classes are organized as the demand for them arises. Pupils can enter at any time without examinations and find the work they need.

### STATE UNIFORM EXAMINATIONS.

While we have work for teachers from September to June, we make special efforts in the spring months to prepare for the June examination. Modern methods are used and the most thorough and practical work is done. More time is spent in mastering the various subjects than in studying Pedagogy, History of Education, etc. These are studied, but we aim to make our pupils masters, as far as possible, of the subjects upon which they are to be examined and which they are to teach. Those preparing for the examination can enter at any time.

A model school is maintained for the benefit of teachers.



PLATE 16—JASPER NORMAL INSTITUTE.



ACTOR, DIRECTOR AND  
TELEVISION FOUNDATIONS.

## COST TO PUPILS.

on costs ten dollars per term of ten weeks, or forty per year. Board in good private families costs dollars per calendar month or ninety dollars per ten months.

annually enroll over 300 pupils which includes the school of Hamilton county, and Graded School of . . . Nearly every county in Florida and several states resented.

work in all departments this year is progressing storily and we look to the future with bright hopes g able to do telling and lasting good for the s and the cause of education in general in our

W. B. CATE,  
Acting Principal.

## Tampa Preparatory School,

Tampa.

school was organized in 1900, and is located in w Music Temple. The school is the best equipped city. The furniture, library and reference books w. The gymnasium apparatus is complete. The hall ch it is located is 80 by 32 feet, ceiling 16 feet high. nd girls receive gymnasium training by specialists. the school term ending June 1902 sixteen teachers mployed.

des the regular school course, art, music, elocution, ncing receive special attention.

iber of gralutes enrolled—Males, 60; females, 63. 123.

iber of graduats last term—Males, 5; females, 3. 8.

J. T. MALLICOAT,  
Principal.

# Parochial and Private Schools, Monroe County.

## *White Schools.*

"Convent of Mary Immaculate," Catholic, 445 Girls, Primary and Intermediate.

"St. Joseph's School," 125 Boys, Primary and Intermediate.

"Jesuit's School," Catholic, 18 Boys, Primary and Intermediate.

"Ruth Hargrove Seminary," Methodist, 9 Teachers, 86 Boys, 48 Girls, Primary and Secondary. Intermediate.

"Miss Nellie Bethel," 27 Girls, 200 Boys, Primary and Intermediate.

"Miss Angie Hertelle," 30 Girls, 48 Boys, Primary and Intermediate.

"J. W. Cappick," 22 Boys, 1 Girl, Primary and Intermediate.

"Mrs. Benjamin Roberts," 10 Boys, 11 Girls, Primary.

"Mrs. L. Clear," 22 Boys, 14 Girls, Primary.

"Mrs. J. H. Roberts," 12 Boys, 12 Girls, Primary.

"Miss Gertie Harris," 10 Boys, 25 Girls, Primary.

"Mrs. Martha Balborne," Cuban. 6 Boys, 13 Girls, Primary.

"Chas. McLaughlin," 31 Boys, 8 Girls, Primary.

"Miss Sadie Beard," 8 Boys, 8 Girls, Primary.

"Mrs. Mary de Cristo," Cuban. 6 Boys, 5 Girls, Primary

"Miss Blanche Pino," 6 Boys, 6 Girls, Primary.

"Francisco Paredo,, Cuban, 46 Boys, Primary.

## *Negro Schools.*

"St Francis Xavier's School," Catholic, 95 Boys and Girls, Primary.

"R. M. Keeting," 36 Boys, 7 Girls, Primary.

"Mrs. Dailey and Miss Mead," Negro School by Northern Methodists, 150 Boys and Girls, Primary.

"Maria Chase," 7 Boys, 4 Girls, Primary.

"Peter Lewis," 26 Boys, 22 Girls, Primary.

"Blanch Roberts," 8 Boys, 14 Girls, Primary.

"Rosa Cookson," 8 Boys, 14 Girls, Primary.

"Caroline Johnson," 11 Boys, 8 Girls. Primary.

"Francis Curry," 36 Boys and Girls.

Total Attendance, 1624.

J. V. HARRIS, M. D.,  
Supt. of Schools.

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## Catholic Schools, Hillsborough County.

For the scholastic year 1901-02, the following report of the Catholic Schools of Hillsborough county is rendered by Rev. Father Daniel O'Sullivan, Rector of St. Louis Church, Tampa.

*College of the Sacred Heart, Tampa*, taught by the Reverend Jesuit Fathers of St. Louis Church, under the Supervision of Rev. Father O'Sullivan, Rector of the St. Louis Church and of the Catholic Schools of Hillsborough County.

Teachers, 2; enrolled students, 39.

Schools taught in Tampa by the Sisters of the Holy Names; Mother Mary Winnefride, Superior.

Sisters, 18; Total enrollment, 546; Whites, 433; Colored, 113.

Catholic School of Ybor City., taught by the sisters of St. Joseph, Mother Marie Louise, Superior.

Sisters, 8; Students, (white) 382.

We admit in our Catholic Schools students of every creed or of no creed. We oblige none of our students to follow our Catholic creed.

Our education is complete. We choose the best college books that are published and the best methods of education that are known.

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## Massey Business College, Jacksonville.

The Massey College at Jacksonville was established in the fall of 1894 under the auspices of the Jacksonville Board of Trade. The school was originally intended as a local institution, but its patronage gradually extended

until it became evident that Jacksonville was an excellent location for a Commercial School of national patronage, consequently the school was incorporated and an active campaign begun for the purpose of establishing a school along liberal lines.

The great conflagration of 1900 destroyed the building and equipments of the institution. Scarcely were the ashes cold before President Massey negotiated for the purchase of the property, and was among the first three to secure a building permit in the city of Jacksonville after the fire.

The college now occupies elegant and commodious quarters in the Massey building, corner Main and Monroe streets, and its equipments are far in advance of those usually found in Commercial schools.

Sixteen States and three foreign countries were represented in the attendance in 1902. The enrollment for 1902 was:

Commercial Department....	124
Shorthand Department .....	68
English Department .....	35

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Total ..... 227

Tuition rates for a complete Commercial or Shorthand course, \$40.00.

Tuition rates for the Combined Commercial and Shorthand course, \$75.00.

RICHARD W. MASSEY, President.  
E. S. HEWEN, Principal.

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## St. Joseph's Academy,

St. Augustine.

This institution was founded in 1866 by the Sisters of St. Joseph of Puy, France, and is still conducted by them under the pastorage of Rt. Rev. Wm. J. Kenny, D. D., Bishop of this Diocese.

*Terms*—The terms for the scholastic year are including board, tuition, washing, and the use of bed and bedding payable in advance, yearly, \$150.00.

*Extra Charges.*

Tuition on piano with use of instrument.....	\$40 00
Guitar.....	30 00
Violin..	35 00
Mandolin .....	35 00
Drawing and painting .....	35 00
China painting .....	35 00
Stenography .....	10 00
Graduating fee.....	10 00
Typewriting per month.....	5 00

*Scope of Institution.*—A full academic course of instruction is followed but when desired especial attention is given during the spring months to young ladies wishing to take the Teachers' State Examinations. A number of the pupils have won that coveted prize. Ladies from the Academy received certificates, four in the year 1900-1901 and four others in the year 1901- 1902. Modern languages form a branch of the Academic courses, French being taught by native teachers.

The Academy is a large coquina building situated on St. George St., surrounded by extensive grounds where the pupils have the full benefit of the climate for which St. Augustine is noted.

During the past two years many geological specimens have been added to the number in the cabinet and many books placed in the already well filled library.

The pupils have literary societies the object of which is to incite them to a more ardent study of history, literature, and elocution, also religious societies to help strengthen their moral natures and fit them to bear the trials of after life.

They also publish a small periodical known as the 'Pascua Florida' in which their juvenile compositions are printed.

The course of studies is as follows:

## PRIMARY COURSE.

Third Primary.—Oral Catechism, Biblical Pictures, Spelling, Reading, Writing, Oral Arithmetic, Object Lessons, Oral Composition and Kindergarten (American System.)

Second Primary—Catechism, Spelling, Reading, Writ-

ing, Primary Arithmetic, Primary Geography, Bible Stories, Reproduction Stories, Kindergarten, same as Third Primary.

First Primary—Catechism, Spelling, Writing, Geography, Map Drawing, Mental Arithmetic, Elementary United States History, Letter Writing, Elements Grammar.

#### INTERMEDIATE COURSE.

Catechism, Orthography, Reading, Sacred History, Geography, Language, United States History, Elementary Arithmetic, Penmanship, Letter Writing.

#### JUNIOR COURSE.

Second Junior—Catechism, Orthography, Reading, Bible History, Geography, United States History, Grammar through verbs, Mental and Practical Arithmetic, Writing and Composition.

First Junior—Catechism, Reading, Arithmetic, Spelling, Geography, Elementary Grammar through, United States History, First Lessons in Composition, Mental and Practical Arithmetic, Natural History, and their subjects of composition.

#### SENIOR COURSE.

Second Senior—Catechism of Perseverance, Etymology, Physical Geography, Ancient History, Middle Ages, Rhetoric, Grammar, Biography, Mental and Practical Arithmetic, Algebra, Elocution, and thirty subjects of composition.

First Senior—Catechism of Perseverance, Etymology, Modern History, Logic, Physiology, Botany, Geology, Rhetoric, Latin, Review of Grammar, Arithmetic, Algebra, Compositions, Elocution.

#### GRADUATING CLASS.

Church History, Literature, Astronomy, Classics, Natural Philosophy, Latin Grammar, Geometry, Trigonometry, Book-keeping, Mental Philosophy, Composition, Civil Government and Elocution. Review of Senior Course.

Young ladies who are successful in all the classes of this course are entitled to "First Honors," which are Diploma, Gold Medal and Laurel Crown.

#### POST-GRADUATE COURSE.

Church History, History of Nations, with Lyman's Chart, History of English Language, Composition and Rhetoric, Mathematics, Elocution, French and Fancy Writing.

## Miss Tebeau's Day and Boarding School, Gainesville.

Session 1900-01, 28th year.

Pupils enrolled, 53. In college classes, 5; Preparatory, 19; Primary, 29.

Counties represented, Alachua and Levy.

States, Florida, Georgia and North Carolina.

Instructors, three.

Session 1901-02.

Pupils enrolled, 49; College classes, 6; Preparatory, 17; Primary, 26.

Counties represented, Alachua, Bradford, and Lake.

States, Florida, Georgia and Missouri.

Rates Primary Department, \$10; Intermediate, \$20; Collegiate, \$30; Boarding Department, including tuition, \$160.

The property is kept in repair, improvements made from time to time, as needed. Free from debt and pays \$60 a year taxes.

M. TEBEAU, Principal.



## COUNTY GRADED SCHOOLS.

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Short sketches of four of the creditable buildings recently erected for public school purposes are given below. Pictures of these buildings will be found in the plates referred to. A number of others are worthy of description but cuts and sketches were not furnished in response to repeated requests, and hence they can not be presented.

### CENTRAL GRAMMAR SCHOOL, OF JACKSONVILLE.

*(Frontispiece.)*

The Central Grammar School Building occupies a half block between Church and Ashley Streets, bounded on the East by Liberty St., where stood the old Central Grammar and Duval High School building before the great fire of 1901.

Description: brick, two stories and basement. The basement contains furnace rooms, fuel room, storage room, janitor's room, three bicycle rooms, two laboratories, museum and recitation rooms. The first floor contains ten recitation rooms, two toilets and principal's office. The second floor contains eight recitation rooms, two toilets and a study hall,—in all thirty-two rooms. The recitation rooms will seat on an average fifty pupils. All recitation rooms are furnished with single desks in dark oak, and good black-boards. The building is heated and ventilated by the Hammond system of hot and cold air. In the central hall on both floors are three hygienic drinking fountains.

History. The building was erected during 1902 at a cost of about \$40,000. Fifteen thousand dollars of this amount was special tax school district money, ten thousand dollars was subscribed by the County Commissioners, and the balance was insurance on burned buildings. At present the Duval High School has temporary quarters in this building also.

The picture (*Frontispiece*) shown is from a snap-shot taken on Arbor Day when the pupils of the Central were planting eight beautiful magnolia trees.

TOM. F. McBEATH, Principal.

### LAKELAND HIGH AND GRADED SCHOOL.

(*Plate 3*).

The Lakeland High-School building was erected in 1902 by a municipal bond issue of ten thousand dollars upon the sale of which a small premium was realized. The building is of modern architecture, constructed of Georgia brick, situated on one of the most elevated lots in town and overlooking a beautiful clear water lake which is reported to be the highest body of water on the peninsula.

The interior is conveniently arranged, furnishing healthful accommodations for 450 pupils. On the first floor there are five graded rooms which will accommodate 150 pupils, and a large auditorium with a seating capacity of 600.

The building and grounds cost about \$10,500; the furniture and equipment \$2,050 more. The building is furnished with 425 single desks, 100 auditorium pews, a piano costing about \$400, chemical, mathematical and physical apparatus costing about \$400, and a library of 450 volumes, which last was donated by a progressive young man of the town, Mr. McRary.

The course of study includes eight grades of common school work and four grades of high school work. The Lakeland High school is affiliated with many of the leading colleges of the State. The public sentiment of the town is centered in the school.

A. B. JARRELL, Principal.

### SANFORD GRADED AND HIGH SCHOOL.

(*Plate 17.*)

The new school building is an imposing brick structure, having all the modern facilities for school work. It was erected at a cost of \$10,250. The lot and furniture cost about \$5,000 more, making a total of more than \$15,000.

The building contains nine school rooms and a large auditorium which will seat about 400. The small rooms are 24 by 30 and each is furnished with 49 single desks.

The entire cost of the beautiful school building was paid by the City of Sanford, no help having been received from any source. \$8,000 was received from the sale of bonds and the remainder was voted as needed by the city council. W. B. Talley, Lakeland, Fla., was the architect.

School was opened in the new building September 1st, 1902. There has been an increase of seventy-five pupils over the enrollment of the previous year. The course of study includes twelve grades, four of which are in the high-school department. These four grades contain all the subjects necessary for a State Teachers' Certificate, besides bookkeeping, shorthand and typewriting. Greek, German and French are optional.

J. H. SELDEN, Principal.

#### GAINESVILLE GRADED AND HIGH SCHOOL.

*(Plate 18.)*

Am asked to give history of this school in 300 words. Can't do it. The building was erected by a three mills special district tax. Two efforts to vote the tax were made. The first met with overwhelming defeat caused by a strong anti-public-school sentiment. This was taught down by the teachers, all ladies, in two years. The school is now the most popular thing in Gainesville. Teachers devoted to their work. Something in the atmosphere makes ordinary teachers extraordinary. They remain here when offered more elsewhere.

When the trustees wanted to borrow money to erect the building, all the available money in town was placed at their feet begging to be used in this way. No limit as to time of payment. Trustees wanted a \$15,000 building, taxpayers forced a \$30,000 one.

Twelve teachers' rooms, eight cloak rooms, office and an auditorium, 61 by 84 feet. Every school should have an auditorium—an aid to discipline and to securing co-operation of patrons. We cleared \$200 in ours last week. Patrons and citizens managed entertainment, no teacher or student in it, and it did not interfere with school work.

There are no better patrons on earth. They raised funds to give a free lyceum course to 450 students. The visits do not interfere with the children—they are used to

t. When the children wanted to go to the State Fair, lent them an arm full of free tickets—more if they would accept.

The students are equally devoted to school and building. It is two years old and not a malicious mark on walls or desks by students.

We have Kindergarten, Art and Music departments attached. Enrollment has increased over one hundred per cent in five years. Thought building large enough for fifteen years. Every room now occupied. Three teachers in auditorium and one in hall. Need another building worse now than we needed the present one three years ago. Land in vicinity of school building increased over one thousand per cent in value in three years.

*Haec fabula docet* (a) The teacher has it in her power to accomplish more for the community than any other citizen. (b) The purse strings of a community can be unloosed by work in the school room.

J. W. WIDEMAN, Principal

## CHAPTER X.

# Special Reports of the County Superintendents.

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It is confidently believed that the following Chapter will prove valuable to any one who may desire acquaint himself with educational conditions in Florida. It gives in a general way those matters of interest which cannot be reduced to statistical tables. In addition to this it gives the opinions of the several County Superintendents upon the various questions of greatest interest which are before the people of the State in connection with educational progress.

These gentlemen represent every section of the State and are the chosen spokesmen of the people on educational matters. It may be safely accepted that whenever a large proportion of them are agreed, the consensus of their opinions is an expression of the popular will. They are a conservative and able body of men. No apology is made for giving up a very large proportion of the space of the Bi-ennial Report to their opinions as expressed in these reports and in the proceedings of the Convention of Superintendents held at Green Cove Springs, as given in Chapter XI.

The following circular letter was addressed to the several Superintendents, and it will be observed that the views of any Superintendent upon any one of the questions may be readily ascertained by noting the order. A compact summary of the views is given in Chapter II.

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Dear Sir: In my forthcoming Bi-ennial Report I desire to have as a leading feature, a succinct general report of the school work and conditions from each County Superintendent. An idea of what is wanted may be obtained by consulting Chapter X of my last report.

You will doubtless appreciate this opportunity.

prepare the best possible summary and make such suggestions as your experience may dictate. While the report will serve somewhat as an advertisement of your county, it should not be colored up, as its chief mission is to show realities and our needs to the Legislature with a view to securing improvements.

That my report may not be delayed or too bulky, it is necessary to limit you as follows:—

1. Your report must reach me by August 20th.
2. It must not exceed 800 (eight hundred) words in length. Send it in just as you desire it printed. Please use sub-heads and avoid long introduction or conclusion.

The following topics are merely suggestive. I would be glad to have your brief comment on each of these or others as you see fit.

**I. BUILDINGS:** Number erected or repaired during the past two years and cost. The general character of the best, the worst and the average.

**II. FINANCIAL:** The present condition of the school fund. Compare with two years ago and give causes of any change. Are warrants paid promptly? or what discounts prevail?

Effect of fixing the County School levy by the County Commissioners. Is a change desired?

Constitutional five mill limitation of County levy. Is its abolishment necessary to permit further progress? Would your people favor more school tax?

**SPECIAL TAX DISTRICTS.** Are they popular where tried? What prevents their more general adoption? Give number established within the bi-ennium, amount raised by them and other facts of value regarding them.

**III. TEACHERS:** Is there improvement in the character and qualification of your force? What are the chief influences affecting them? Examination law? State Normal or other schools? Summer training schools? Associations? What effect is each of these having?

**IV. GRADING COMITTEES:** Is a change in the system necessary or desirable? Would a State examining board be preferable.

**V. COMPULSORY COMMITTEES:** Is a law of this kind needed in your county? What limitations should be placed upon it? Would your people favor such a law?

**VI. CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS:** What has been done in this direction? What success? Favorable and unfavorable conditions. How do the people regard such movement?

**VII.** Is there evidence of the need of closer relation between the teaching of pupils and their agricultural and other environment? Do you think these subjects should be made a feature of teachers' training schools and later of examinations?

#### PICTURES FOR REPORT.

Also please send me a cut of each school building, above the average in character, that has been completed within the past two years. I desire not only the more pretentious town schools, but also rural schools of special merit, considering cost and suitability. With each of these should be a compact statement of the cost, special merits and appropriateness of the building, and the source of the money by which it was built.

I would also like to have cuts of especially attractive school grounds and school room interiors.

These cuts should be uniformly 4x6 inches, or 4x3 for half pages. Good half tones can be obtained for a low price, and a provision will be made this time to have them well printed on good paper.

#### PRIVATE AND PAROCHIAL SCHOOLS.

Please send me at same time the names and addresses of all private and parochial schools of your county and the number of pupils in each as accurately as possible, and the grade of instruction done in each school.

Permit me to insist that you give this matter prompt attention, and that you make preparation in time so that my Bi-ennial Report may be in print as early as possible. Very truly yours,

WM. N. SHEATS,  
State Superintendent Public Instruction.

## Alachua County.

In compliance with your request I herewith hand you a brief report of the condition of educational affairs in this county for the two years ending June 30th, 1902.

### BUILDINGS.

During the period of time embraced in this bi-ennium, we have erected eight buildings, ranging in cost from \$200 to \$2,400, aggregating \$4,800, and have repaired seven at a total cost of \$1,062.

We now have three elegant brick structures, containing from five to fourteen commodious rooms, accommodating from two to seven hundred pupils.

These buildings are furnished in the most modern style, and range in value from \$500 to \$2,500.

We also have in process of erection, one other brick building of eight rooms, which, when completed, will be worth \$10,000. All the others are good modern frame buildings, in a fairly good state of repair, and nearly all supplied with patent desks.

### FINANCIAL.

You have observed from the financial statement in our annual report recently handed you, a small increase in our indebtedness. This is due in part to the erection and repair of many buildings which I have already mentioned under the head of "Buildings." But this does not constitute a debt proper against the regular school fund, since this item of expenditure is covered by a lien upon the special district taxes. The increase in the debt of the regular school fund is owing to our effort to maintain the high standard demanded in this county, and to the inadequacy of the fund, accruing from the present low valuation of property and the constitutional limitation as to the rate of millage.

Our teachers have been receiving better average salaries during this period and their warrants are paid on demand without suffering discount.

No trouble has ever arisen with the Commissioners of this county as to the school levy. Therefore, locally viewed, we have no objection to the levy being under con-



trol of our commissioners. We are of the opinion, however, that greater good would accrue to the school interests of the State at large, were this matter entirely in the hands of the several county school boards.

With our present sources of revenue, it will be impossible ever to liquidate the debt we owe, if we endeavor to keep the schools up to the present standard, to say nothing of the advancement imperatively demanded on all sides.

The Special Tax Districts are popular as is evinced by the number in operation in our county. They are being established as rapidly as conditions seem to render them practicable.

Two districts have been established during this period, and three more will be in a short time, giving us in all 23 Special Tax Districts.

The total tax received from the established districts during the past two years was \$11,100.71.

The present law governing special tax districts is in the main a good one, and if the amendments suggested at the last Superintendents' Convention be enacted into law, I know of no further complaint to be made against it.

#### TEACHERS.

Marked improvement is noticeable in the character and qualification of the teachers of this county, due primarily to the strong desire for self-improvement, supplemented by a rigid inforcement of the examination law and the attendance upon State Normal and Summer Training Schools, and the various associations which tend to their improvement.

#### GRADING COMMITTEES.

So far as our county is concerned, no change in the present examination law is desirable. However, if any credence is to be attached to the numerous reports we have heard from some counties, we can readily see wherein a State Board of Examiners might be preferable. I am inclined to think, however, that a proper enforcement of the present law would bring about all the results desired and would still leave with the people themselves the right to control their own local affairs, a principle very dear



PLATE 17— SANFORD GRADED AND HIGH SCHOOL.

THE NEW YORK  
PUBLIC LIBRARY  
ASTOR. LENOX AND  
TILDEN FOUNDATIONS.

to all lovers of Democratic system of government.

I believe that an effort towards too great centralization in the administration of any of our public affairs will be resented by the people.

#### COMPULSORY EDUCATION.

Question: Is a law of this kind needed in your county? The people of Alachua County patronize the public schools as largely as those of any other county, but there is an indifferent class found here, as elsewhere, which will never educate its children unless there be some law compelling them to do so. Therefore, in the interest of the children of this class I favor a judicious compulsory education law. A law properly framed would reduce the friction and expense incident to its enforcement to the minimum and the good resulting therefrom would pay many times over all expense of enforcement. I think the age limit should be from six to fourteen years and the yearly attendance required four months.

#### CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS

As to concentration, we have succeeded in consolidating several schools, but as yet have not been as successful in this direction as we had hoped to be. In some instances all efforts towards concentration have been stubbornly opposed. But the people are gradually seeing the wisdom of having fewer and better schools, consequently the opposition heretofore existing is now subsiding.

In the matter of transportation of pupils, we have met with considerable difficulty in that where a school had been discontinued all the patrons claimed transportation for their children, regardless of distance, consequently in some cases advantage has been taken of the board, causing unnecessary expenditure.

#### INDUSTRIAL TRAINING.

The proper education of a human being contemplates the symmetrical training of the head, the heart and the hand. The criticism of the system of education in the

South, that it has been only intellectual, seems to be well founded. Consequently the Legislature could very wisely make an appropriation for supplying these defects in our educational economy as it now exists.

I congratulate you upon the efforts you have already put forth in this direction, but unless such efforts be confined as nearly as possible to the practical, it will be a long time before any real good will be accomplished.

Assuring you of my hearty co-operation in every effort looking to the betterment of the schools of Florida, I beg to remain yours very truly,

WM. M. HOLLOWAY,  
Supt. Pub. Instruction -

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### **Baker County.**

In compliance with your request of recent date, I herewith transmit to you a report of the progress of the schools of this county for the last two years.

#### **BUILDINGS.**

During the period just ended there have been four new buildings erected at an average cost of \$80 each, and arrangement has been made to have several others built during the year.

Our buildings are not as good as they should be. We also are lacking in furniture and equipment, but owing to limited means it is impossible, at present, for the Board to make many needed purchases.

#### **FINANCE.**

I am glad to report that the county is clear of debt and that there is a balance (consisting of cash on hand and unpaid taxes) to its credit of \$1,344. This is due mainly to economical management of funds by the president of the Board. While salaries of teachers have been raised considerably, yet no purchases to amount to anything have been made. All warrants are paid promptly without any discount whatever.

### SCHOOL LEVY.

Our county has the school levy at its maximum limit, but this is not sufficient to raise necessary funds to properly maintain the schools. I would respectfully suggest that the maximum limit be ten mills instead of five and that the Board of Public Instruction be empowered to fix the millage to be assessed each year. I am confident that most of the tax payers of this county would be willing to pay a higher school tax, and that a higher county levy would bring about more satisfactory results than making special tax districts.

### TEACHERS..

We note gradual improvement in the teachers. This is due partly to the uniform system of examining teachers, and to the system of paying salaries according to grade of certificate.

### GRADING COMMITTEE.

I would suggest that the grading of examination papers be made as uniform as the manner in which questions are asked. I think this would come nearer doing justice to all applicants.

### COMPULSORY EDUCATION.

I think a mild compulsory educational law would work well in this county, and I believe that a majority of our people would favor it. We have some people (I regret to say) who are not as much interested in the education of their children as they should be, and it seems as though a law requiring children to be in school for a period each year would ultimately prove to be a benefit to the children and a protection to the State.

### CONCENTRATION OF SCHOOLS.

Owing to local conditions it is next thing to impossible to consolidate the schools throughout the county, but we have just commenced experimenting with it and hope to bring about some good results.

Respectfully submitted,

IRVIN MORGAN,  
County Superintendent.

## Bradford County.

In compliance with your request of July 24th, I leave to submit the following brief summary of the progress of the schools of this county for the two years past

### BUILDINGS.

During the above period we have erected five new buildings at a cost ranging from \$150 to \$400, and have, within that period, spent about \$800 in repairs. We have several commodious and comfortable structures, but there are many buildings that need something done to them to make them more comfortable and attractive and the only thing that keeps it from being done is lack of funds.

### FINANCIAL.

Two years ago our fund was \$1,650 behind, but at the present we are out of debt and have a small balance to our credit. Our warrants are paid promptly and without discount. If we don't have the money on hand we borrow it.

Our County Commissioners are awake to the interest of public education and have always been willing to assess the amount asked for by the Board. Still I think it would be a better policy to leave the assessment in the hands of the School Board, whose duty it is to know what is needed for paying the expenses of the schools of the county.

The five mills are inadequate to meet the needs of our schools, and I am quite sure that a large majority of our people would be in favor of a higher rate of taxation for school purposes.

### SPECIAL TAX DISTRICTS.

There have been established in the past two years two special tax districts, making eight in all. With the exception of one, all levy three mills, adding about \$2,000 to the school fund of the county. This fund is used chiefly in extending the school term.

**TEACHERS.**

am glad to say that for the past few years there has been a decided improvement in the teaching force of this county. The High School in this county has made it possible for many worthy young men and women to qualify themselves for teaching and they are forging to the front, bringing themselves a credit to the profession. A County Teachers Association has also helped to stimulate and strengthen the teaching force of our county.

**GRADING COMMITTEES.**

It seems to me that the object of the present "Uniform Examination Law," which has done so much for the advancement of education in this State, ought to be uniform, not only in name, but in fact, which can be made possible only by having one Grading Committee instead of forty-five.

**COMPULSORY EDUCATION.**

As the law takes the liberty to say that the people of this State shall pay for the education and enlightenment of its citizens, it also should see that they get its benefits. I think that, at least two-thirds of the people of this county would favor such a law with proper limitations.

**CONCENTRATION.**

We are trying to work up a sentiment in this county in favor of concentration and have succeeded in uniting four of our schools into two. Of course this met with some opposition at first, but the people are beginning to see its advantages and I hope that in the near future we may be able to make further improvements in this direction. Respectfully submitted,

**T. D. GUNTER.**  
County Superintendent.

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**Brevard County.**

Permit me to submit a report of conditions in this county.

**BUILDINGS.**

A handsome new four room building has been erected at



Fort Pierce to replace the old inferior one destroyed by fire. Its appointments are excellent, and it is decidedly the most attractive school structure in our county. Two other new houses have been built at Oslo and Wawa.

Every school house in the county that needed it has been repaired and painted, all now presenting neat, attractive appearances.

Value of new buildings.....	\$4,000.00
Value of repairs.....	1,000.00

#### FINANCIAL.

Indebtedness June 30, 1901.....	\$5337.31
Indebtedness June 30, 1902.....	1,316.09

Reduction during past year.....	\$4,021.22
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Warrants are paid promptly, being cashed on presentation at any bank in the county.

We get all necessary funds at six per cent. Our county commissioners are sensible men who appreciate the fact that they should not meddle in school affairs, and do not object to our request for levy, but why such circumlocution and reflection on school boards? Are they not as a rule fully equal in business capacity as county commissioners? A change is not only desirable, but simple justice whose every prompting demands it.

The constitutional five mill limitation was tolerated years ago, but in this our day, it is a plain business proposition, that its abolishment is necessary to enable us to properly educate the rising generation. Our sons are soon to take the helm of State and guide the destinies of this the greatest Republic ever known, and our daughters, by their lives are to write in bright letters of gold a legend replete with womanly virtues, with culture and refinement, such as was only known to Greece and Rome through fondest dreams.

#### SPECIAL TAX DISTRICTS.

Our special tax districts are a pronounced success, each embracing a school board district, three of them practically covering the county. Brevard county enjoys the distinction of having made the most of special tax possible,—the trustees meet in their several districts once

ar and virtually authorize the Board of Public Instruction to use this fund as a supplement to their work, it is practically an eight mill levy.

ount raised for past year.....\$5,702.38

#### TEACHERS.

There is a marked improvement in the character and qualification of our teachers. We think the influence operating is that competency is rewarded by approval and praise, salaries are raised as the standard is raised. Competency also has its reward,—so there is a stimulus to elect to strive to reach the top.

#### SUPERVISING TEACHERS.

Our supervising or traveling teacher, as an experiment last year, proved so great a success that the plan is continued, confidently expecting even better results as the work runs up before us. Through his employment we provide a fully expert teacher, devoting all of his time to the supervision of our schools, he is a continuous traveler, spending the necessary time at each school, helping and instructing our teachers. We thus secure as it were a continuous county normal and traveling institute, which of necessity secures from each teacher such preparation for duties as will satisfy the critical and continuous supervision of this expert. But best of all he is the true friend of the young beginner, who appeals to us for help in discharging his trust; this supervisor goes forth instructed to approach all teachers and pupils in a kind, affectionate manner, and in all his instruction and advice to inspire them with honest purposes, greater zeal, and loftier aspirations.

#### GRADING COMMITTEES.

We feel no need of a change in this county in regard to grading committees, and make special plans to secure good, honest service—but there may exist necessity somewhere; if so a State Examining Board will meet with objection from us.

### COMPULSORY EDUCATION.

Compulsory education is needed in this county. In each district have schools operated at such seasons as will best suit the vocation of the people, and for eighty days at least compel every child, physically well, to attend school, if the fruits of the child's labor is absolutely necessary upon which to live or support dependent ones, place these on an aid list at the expense of the State for the time the child is attending school. At all hazards educate that boy and that girl. The State cannot afford to let its children go hungry.

### CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We have concentrated a few schools. Our conditions are not favorable for any extended effort as our territory is wide and sparsely settled. The people do not favor it as yet, but it will come with us in due time as it has already in various sections.

### PRACTICAL EDUCATION.

There is in our judgement closer relation between our teaching of pupils and their every environment. Our study should be to make every effort for a *practical* instruction. Business and housekeeping in every school, or at least the leaven.

Respectfully submitted,

**B. E. MIMS,**  
County Superintendent.

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### Calhoun County.

In compliance with your request I hereby respectfully submit the following brief report of schools in Calhoun County.

### BUILDINGS.

We have erected some new buildings in the last two years and expect to develop further progress in this direction in the next two years.

our school buildings are principally frame, with few exceptions.

I am pleased to state that the little log school house of our forefathers will soon be a shadow of the past in Blount County.

We have some very fair schools, notably Wewahitchka Blountstown, the former a four-room building, with enrollment of 77 pupils, the latter a two-room building with an enrollment of 61.

The average school is a one room frame building, with enrollment of from 20 to 50 pupils.

#### FINANCIAL.

Financially we are still in the lead. On July 1st, 1902, had a balance carried over of \$1,951.36 after paying indebtedness.

Our warrants are never discounted, being always kept clear by the able management of the School Board and promptly paid when presented to the County Treasurer, in consequence of which we never have any complaints from teachers and others in this respect.

While a change is necessary or desired in the county school levy from Commissioners to School Board I am pleased to state that the Commissioners of Calhoun County have always been very liberal in ordering the assessment which the School Board deems necessary to our schools.

#### TEACHERS.

There is a marked improvement in our teaching force which I attribute to several causes, among which are:—  
First. Examination law, which has done so much to raise the standard.

Second. Attendance at State Normals, where they receive the proper training which fits them for practical teachers.

Third. In knowing they will be paid promptly at the end of each month in warrants worth their face value.

Teachers, I would suppose, are much like other people, work better when paid well and promptly.

I am sorry we can't pay higher salaries than we do.

## GRADING COMMITTEE.

The present method of grading examination papers is good, provided it is carried out in accordance with the law governing examination, but I would prefer a State Grading Committee, because the grading would be more uniform throughout the State.

## COMPULSORY EDUCATION.

When I compare the school census of 1900 (in Calhoun County) which was 1,369, with the total enrollment for the scholastic year just closed which was 894, I must say that a law of this kind is needed in this county.

The limitations to be placed on such a law to make it useful I am unable to give.

My people would be divided on a law of this kind, but I venture to say the people who pay the higher school tax would favor it.

## SUMMARY AND SUGGESTIONS.

My county is progressing, if not rapidly, fairly well.

The enrollment and attendance for the year ending June 30, 1902, was somewhat larger than the former year.

We are erecting a few new buildings each year.

Our teachers are doing better work in the school room.

The people are taking more interest in school matters than formerly.

A spirit of progress seems to pervade throughout the county in educational work.

We need longer school terms, at least six months each year.

We need more money for this and also to furnish our schools with the necessary furniture and apparatus.

I would suggest the removal of the 5 mill limitation of county levy; also

That the State help to build and maintain a high school in counties too poor to do so themselves.

Counties without a high school cannot have a sufficient force of teachers to hold teachers' conventions, institutes, etc., which is necessary to the progressive

cher and essential to the building up of matters educational in the county.

Before closing allow me to thank you in the name of the people of Calhoun County for the noble work you have accomplished in raising the standard of education high as it is at present.

My board and myself also thank you for official courtesies and advice which you are always ready and willing to give. May you live long and enjoy the fruits of our labor.

P. F. FISHER,  
County Superintendent, Calhoun County.

### Citrus County.

I have the honor of submitting the following report relative to the public schools of Citrus County, at your request:

#### BUILDINGS.

All school houses are in good condition, furnished with double patent desks, heaters, cisterns and splendid black boards. Several school houses are fenced and more will be soon. Our schools are all supplied with "Free Text-Books" and charts.

#### FINANCIAL CONDITION.

The financial condition is good. School warrants are always at par and are paid promptly. The outlook was never better for higher salaries, etc.

#### COMPULSORY EDUCATION.

I am opposed to compulsory education, at present. In my judgment other measures are more important and, as I say, imperative before we can hope to force our children in school.

#### GRADING COMMITTEE.

I do not favor a State Grading Committee and am opposed to any plan other than the present. It is good, has been good, and will continue good.

**SPECIAL TAX DISTRICTS.**

I favor a cheaper plan of creating sub-districts and a more comprehensive and just system of control of funds.

**TEACHERS.**

The teachers of this county are progressive and have qualified themselves for their work. Every teacher of the county attended our County Normal last June and did excellent work.

We consider them equal in professional ability to any class of teachers in the State.

Yours Truly,

R. L. TURNER,  
Co. Supt. Pub. Inst.

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**Clay County.**

Complying with your request, I respectfully submit the following report of school affairs in this county for the two school years next preceding July 1st, 1902:

**FINANCES.**

Two years prior to the above date there was a deficit in the county school fund of about \$5,000. School warrants were then being discounted and had been discounted for ten years or more from 5 to 50 per cent. Rigid economy has been practiced since then to remove that deficit. Now the outstanding indebtedness is only \$827.11, and it has been planned to pay off this by June 20th, 1903.

Early in 1901 an arrangement was made with the National Bank of Jacksonville whereby that bank would cash all school warrants of this county when presented and the County School Board pay the bank 8 per cent interest from the time the warrants were cashed until they were redeemed. Since then all warrants have been good for face value everywhere. This has saved the teachers about \$1,000 discount and has cost the county only \$111.20 interest.

The maximum mill levy fixed in the State Constitution is entirely inadequate to operate our schools. The people of this county are in favor of more efficient schools and are willing to pay more taxes to support them. The maximum limit to the school levy should, I believe, be raised and the school board be given the power to make the levy instead of the County Commissioners. The School Board know better than the Commissioners the amount needed to run the schools.

#### SPECIAL TAX DISTRICT.

July 1st, 1901, there was not a Special Tax District in the county that was operative. Since then five have been created, and arrangements have been made to create two more, including all the territory of the county lying outside of these five. The sum raised by the local taxation in the five districts already established is about \$1,500; about \$4,500 can be raised in the seven districts.

These districts are popular in this county. A simpler mode of establishment is, however, desired.

#### CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

In the past two years the number of schools in the county has been decreased from 51 to 41. This has been done by merging five schools into one, in one case, three into one, in two instances, and two into one, in two cases. In order to do this it has been necessary to transport some of the most distant pupils. The entire current expenses per month of the larger schools thus created, including transportation and increased salaries, is about \$100 less than that of the little schools which existed before. By this consolidation the attendance has been considerably increased and more efficient teaching has been made practicable. This educational movement is coming into favor with the people.

#### BUILDINGS.

With the exception of one little log cabin the school buildings of the county are frame and they are in fairly good condition. A number of schools are well furnished



but more and better furniture is needed by some of them. It is the policy of the School Board to gradually fill the schools with good patent furniture. Owing to the straitened financial condition of the county the board has been restrained from doing much building or repairing. Only three houses have been erected. One, a three room building, cost \$500. The two others, one room buildings, cost \$135 each.

#### TEACHERS.

We have eight normally trained teachers, six of whom have been students in the State Normal. Most of the teachers of this county hold first grade certificates. There are only three who hold third grade certificates. Nearly all have attended Summer Training Schools at one time or another. Several attend the F. S. T. A. The Uniform Examination Law has caused the teachers of this county to exert themselves to acquire more scholarship and a better knowledge of their work.

#### COMPULSORY EDUCATION.

A compulsory attendance law is greatly needed in this county, and it would be favored by a majority of the people. Parents should be compelled to send their children, between the ages of 6 and 14, to school a reasonable length of time each year.

#### GRADING COMMITTEES.

I suggest that the State be divided into nine grading committee districts, each district to consist of five counties; that a committeeman be chosen by each county and that the committeemen of each district meet at some central point and grade the papers of the five counties of their district. This would hardly be any more expensive than the present system of grading, and would give more uniformity. By these grading committees the grading could be completed much sooner than it could be done by one State committee. This plan would allow every county to be represented in the grading.

## NEED OF ADAPTATION TO ENVIRONMENT.

I believe that the work of the school room should be brought into closer touch with the actual pursuits of the people; that there should be introduced into the schools some training which will throw light upon agriculture and other occupations, and will serve to raise these industries higher in the estimation of the pupils.

Respectfully submitted,

ELLIS GEIGER,  
Supt. Pub. Inst.

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Columbia County.

I have erected six school buildings at a total cost of \$563.63. I have repaired fourteen buildings at a total cost of \$262.52. Our best school buildings are comfortable, so far as the buildings are concerned but the nature of the school furniture renders them somewhat dissatisfactory. The average school building is not what it should be and in fact the health of children is somewhat endangered by attending schools in such buildings. The more inferior class of buildings are not to be regarded as school buildings.

## FINANCIAL.

Two years ago the total indebtedness of the county was \$2,200.00 but appropriations were made in 1900 that caused the indebtedness to increase to \$3,150.00 but during the school year 1901 by close financiering I have been able to reduce the indebtedness until at present it is only \$1,721.74. Our warrants are paid promptly at face value.

The effect of fixing the county school levy by county commissioners a bad one. It casts a reflection upon school boards of the State by saying they are not competent to manage the business for which they were elected. Then again, they are not familiar with the increasing demands made on school boards and they would think the money was being spent lavishly and would not levy the proper amount.

The five mill limit is too small and I do not think the public school will make much more progress until our

school fund is larger. My people favor it to some extent because they create special tax districts.

#### **SPECIAL TAX DISTRICTS.**

They are popular in those communities where they have been tried and the only reason why they are not adopted more generally is the small amount realized from such district. We have had only one created during the past two years and it pays into the school fund about \$70.00. There are five in Columbia county paying into the school fund annually about \$1,600.00.

#### **TEACHERS.**

In Columbia county the teachers are making some improvement. It is due to examination laws, State Normals summer training schools, and to their long continuance in the profession.

#### **GRADING COMMITTEES.**

I am not in favor of making any change in the present system. It gives as good or better results as a State Examining Board and the people are satisfied with it and no complaints are being made.

#### **COMPULSORY EDUCATION.**

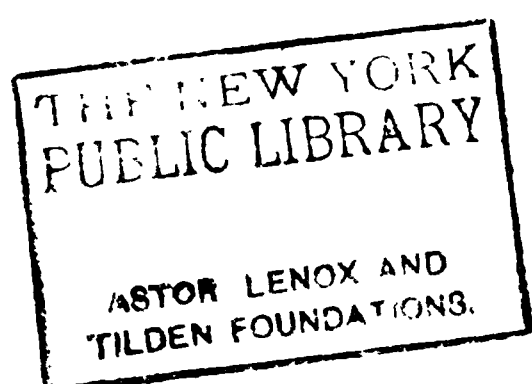
I do not believe we can ever obtain the end sought for through the public schools until we have compulsory education. We cannot educate unless we have children in school. I believe the limitations should be placed upon the child's age and upon the length of term. I would say force all children to attend school between six and sixteen years of age at least four months each year.

#### **CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.**

Nothing has been done as yet, except that it has been agitated and I feel encouraged that something will develop in the near future. I am quite sure that when it is inaugurated it will spread to all parts of the county.



PLATE 18—GAINESVILLE GRADED AND HIGH SCHOOL.



### AGRICULTURAL EDUCATION.

It seems to me that it is very important that children have some instruction in agriculture. A majority of children, reared on the farm, know nothing else but the farm and will continue to make the farm their home. They should not be drawn from the farm with the idea that they are educated and must not farm; that farming is the occupation of illiterate people, and they must seek other vocation but rather that farming is a high calling and requires scientific knowledge to make successful farmers as well as other professional men. We need more skilled labor in all professions and it is a child's environments that shape his future occupations and I believe it should have more attention in the public schools.

Respectfully,  
T. H. OWENS,  
Supt. of Columbia County,

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### Dade County.

I beg leave to submit the following report:

#### BUILDINGS.

Within the last two years Dade County has erected five new buildings, built additions to two, which with repairs have cost \$4,121.46.

We have now in the county twenty-three good houses, worth, (including furniture, apparatus, etc.,) \$21,600, on which we are carrying insurance to the amount of \$13,802. The best is at Miami, which has cost (including plumbing) \$4,979.00. The houses are all good frame buildings, eighteen of them are one room buildings, 20x30, furnished with the best single patent desks, charts, dictionaries, globes, etc. We are replacing as rapidly as needed, the black boards with the best Hylo-plate, some of the school lots are very valuable, especially those in West Palm Beach, Palm Beach and Miami.

#### FINANCIAL.

The financial condition of the county is good. Our warrants are always worth their value, and are taken

over the counter of any bank or store in the county the same as cash.

August 1st we had about \$2,500 net in the treasury. Two years ago we had at that time about \$5,100. Increase of schools, new buildings, repairs, furniture and apparatus account for the difference in the surplus. Two years ago we employed 32 teachers, this year 44. I might add that we have a lot in Palm Beach, containing one acre, for which we have a standing offer of \$4,000, which will be available should the consolidation of this school with the West Palm Beach school prove a success.

#### COUNTY LEVY.

So far as the fixing the county school levy by the County Commissioners is concerned, this county school board has never had any trouble, neither does it apprehend any in the future. The assessment for 1902 is three million dollars and the County Commissioners always give the full five mills. The school tax is always cheerfully paid by the people, whatever the amount may be.

#### UNIFORM EXAMINATIONS.

Uniform examination is the thing to be desired. Whether there should be a change in the system will depend largely upon what the change will be. I do not believe a State Examining Board, going from county to county, holding examinations would, or could be uniform. I prefer the present system to one of that kind. I am content to leave it in the hands of the State Superintendent, believing that he can do the best for the State at large.

#### COMPULSORY EDUCATION.

I am strongly in favor of a compulsory education law, with the proper restrictions and I believe the people of this county will favor it.

#### CONCENTRATION OF SCHOOLS.

This county is not favorably situated for general concentration of schools. It can be done at two or three places. We will try it this year (1902 and 1903)

at Palm Beach, and two years hence will be able to  
with what success. Most people regard it very fav-  
orably.

Yours truly,

Z. T. MERRITT.  
County Superintendent.

### DeSoto County.

I take pleasure in submitting to you the following re-  
port of the public schools of De Soto County for the two  
years:

#### BUILDINGS.

During the two years we have not done as much build-  
ing as we usually do. We have repaired and enlarged  
a number of our school buildings, and now have  
most of them in very good repair, but owing to the rapid  
increase of school population for the past few months  
we find it necessary to build three or four larger build-  
ings and about five smaller ones to supply the present  
need, have already contracted for six, when these are  
completed we will have plenty of room for the present.

#### FINANCES.

Our school fund is in good condition. At the close of  
last year we had a net balance of \$4,807.61, and this  
amount has been increased considerably since the first  
July. We have from six to eight months term in our  
Special Tax Districts, and five in others. We pay cash  
monthly on all warrants issued when presented to the  
treasurer.

#### COUNTY LEVY.

We favor abolishing the five mill limit for school pur-  
poses and giving the School Board the exclusive right to  
set the levy, though our County Commissioners have  
variably given the full limit of law, as recommended  
by our board. Still I think the school boards should  
have that right, as they are more familiar with the needs  
of schools and are just as capable as the County Com-  
missioners. I feel sure they would not make an unrea-



sonable levy, but would make it sufficient to run the schools eight months if the finances would permit.

#### SPECIAL TAX DISTRICT.

We favor special tax districts only for the reason we have no other way of getting more taxes. If the five mill limit were abolished I would favor abolishing these districts and levying a tax sufficient to run all schools eight months, until this is done we can not hope to perfect a thorough system of free schools.

#### GRADING COMMITTEE.

I am opposed to a State Grading Committee as the local grading committees have given satisfaction in our county for years, in fact we have never had any trouble whatever. I believe the only trouble in any county has been carelessness on the part of School Boards and County Superintendents. I think the examination law is all right as it now is.

#### TEACHERS.

Our teachers are progressive, and are doing all that could reasonably be expected of them under the present conditions of things. The short terms of school with small salary does not give them the necessary means for the training they need, they are not able to go out of the county to attend State Normals, and what training they receive is at home in our county training schools, and I believe that much more good could be accomplished by giving less appropriation to State Institutions, and appropriate to each county for a county high school with a normal department. I favor two or three first class State Schools and let all other appropriations go direct to the counties to be used for the purpose above stated. The State could not appropriate enough to run such a school but the Board of Public Instruction would supplement and have a first class school in every county, this would enable all of our teachers to attend a training school.

We usually have five or six private schools each year about two of which are run as training schools for

teachers and to prepare them for examination. They get very little training outside of these schools.

We have not been able to make any appropriation to these normals yet. Teachers pay to attend them. We had one such school last year that did a great deal for young teachers.

#### COMPULSORY EDUCATION.

Personally I am opposed to compulsory education, especially for this county, mainly for the reason I do not think it can be made operative here. It might be a success in some counties but I am inclined to believe it would be a failure in this State. I think our people would oppose it in this county.

#### CONSOLIDATION OF SCHOOLS.

Very little has been done toward consolidation of schools. We have made considerable effort but have not accomplished very much. We meet with too much opposition. The patrons do not like the idea of having their children hauled to school. Our county is not sufficiently settled for this, in the thickly settled sections we have consolidated several schools, but do not transport pupils.

In conclusion I will say that our educational outlook is encouraging, and with the removal of the five mill maximum limit for school purposes, and giving our School Board the right to levy sufficient taxes to run our public schools eight months, we will soon have a first class school system.

Respectfully,  
M. F. GIDDENS,  
County Superintendent.

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#### Duval County.

In compliance with your request, I respectfully submit the following report for your Biennial.

#### BUILDINGS.

During the last two years, twelve new buildings or important additions have been erected. Three of these were

built in the city of Jacksonville at an expense of \$56,000.00, to wit: one central grammar school building of the most modern type in every respect, for white children, capable of seating twelve hundred children and costing \$42,000.00; one central grammar school building seating twelve hundred colored children at a cost of \$10,000.00, and a \$4,000.00 addition to the LaVilla grammar school building.

#### FINANCIAL.

At the close of the last fiscal year Duval's deficit in her school funds, was \$24,561.88 as compared with the net asset of the previous year, at the same time, of \$12,308.66. The causes of this difference were of a general nature, an increase along almost the whole line of expenditures, but especially the increase of teachers' salaries in the rural schools and the construction of new school buildings for rural schools.

We have no fault to find with our County Commissioners about our school tax levy. They invariably give us all the Constitution allows, but there is some doubt as to whether they would give more than five mills, if the the Constitution were amended to permit it.

Abolition of the five mill limitation would not be necessary, if our county valuation were what it ought to be. If the State would only collect the taxes from each county in bulk, instead of levying a millage, our county valuation would be raised to such an extent that a five mill school levy would give us all the money we need.

High levies and low valuation is a serious detriment to every county in the State, while low levies and high valuations would be a credit to every one of them. But if the State Legislature will not change the method of collecting the State taxes, of course, the five mill limitation should be removed from the Constitution in order that such levy as may seem necessary may be made by the proper officials of each county.

#### SPECIAL TAX DISTRICTS.

The city of Jacksonville has been a special tax district during the past two years having sustained itself at the first biennial election, no levy being asked. The original

election favored a three mill levy for the construction of a new central grammar school building to replace one that had become a disgrace to the city. Yet this election can not be said to have been carried by a popular majority (only 23) and, except for the shame of continuing the use of the old building, it never could have been carried. Since the new central grammar school building has been completed and fully paid for by funds derived from three special sources, it will scarcely be possible to continue this special tax district at the next biennial election.

#### TEACHERS.

The character and qualification of our teachers is gradually improving, chiefly from two causes, to wit: We are persistently encouraging the "survival of the fittest" by weeding out that class of teachers who have abundant scholarship but "no endowment to teach" and then we are giving those who are gifted with that precious endowment, an opportunity for successful development of the gift, by centralizing and grading our schools.

#### GRADING COMMITTEES.

If any superintendent in Florida has good reason to be disappointed with the county grading committees, surely, it must be the superintendent for Duval. Yet, it would seem, that the State Board of Examiners might not be any more satisfactory and could, possibly, be worse. The proceedings of such a board would, at best, be very slow, cumbersome and void of that promptness necessary for the proper execution of the State's educational work.

#### COMPULSORY EDUCATION.

Our people are not disposed nor are they prepared to be compelled to educate but they are, almost unanimously, willing and ready to be induced to do so. With free transportation beyond one mile and a half, to concentrated schools of three teachers each and with free text books for a few indigent families, there seems to be, *utterly, no occasion* for compulsion, indeed it would

be an occasion for offense where none now exists. Besides, we are not ready financially to properly educate the volunteers. Let us, at least, delay enforced education until the State and county school funds are capable of meeting the consequences properly.

#### CONCENTRATION AND TRANSPORTATION.

Of 45 one-teacher schools for white children, existing in Duval county in 1896, only ten now remain. Within a year or two, these will be merged into concentrated schools located in Duval or one of the adjoining counties. County-line-concentration is an important phase of this new system of organizing and conducting rural education.

A very practical illustration of the feasible working of such a plan is found in the Maxville school now in operation on the county line between Clay and Duval. The superintendents of these two counties chose a site for the school according to a previous agreement that the county having the preferable site should build a suitable house and that the other should furnish the equipment, and that each should incur half the current expenses of the school when in operation.

The most eligible site fell on the Clay county side of the line, and there now stands a substantial, well lighted building of three commodious rooms each accessible by means of a roomy hall and an attractive veranda, all representing Clay county's faith in Duval county's pledge to furnish and equip it. Duval provided 96 new patent sittings for pupils, 3 tables for teachers, 180 square feet of hyloplate blackboard, three stoves with fixtures, a globe, maps and window-shades and will continue to supply all portable appliances necessary.

The teachers and patrons of this school are delighted with an enrollment of 80 pupils and an average attendance of 80 per cent.

This school solves the problem of complete concentration of rural schools in Duval county and illustrates the feasibility of assimilating the school interests of adjoining counties to such an extent as to form a State system of concentration.

Twelve of these schools are now in operation in Duval,

each accommodating the children of about 60 to 100 square miles of territory.

The concentration of the children into these new schools accomplished by means of wagonettes, especially designed for the purpose, and provided by the board of public instruction at public expense.

Twenty-seven of these comfortable vehicles are now running at an average cost of \$23.33 per month each.

These conveyances enable us to close twenty-four of the old one teacher schools, the current cost of which, if in operation, would have been not less than \$45.50 per month for each

Hence the transportation system now in operation produces a current saving of \$462.00 per month, over the old system.

Taking from this the increase of salaries for eight assistants at the centralized schools, \$225.00, and there is still left a net saving of \$237.00 per month.

Financially, therefore, concentration in Duval county is a very decided success.

Professionally, there seems to be nothing objectionable, and of the many advantages the following are the most important:

1st. The teachers' work is so well organized that the average recitation period is trebled.

2nd. The effort of the teacher is made more effective by means of more adequate equipment of teaching appliances.

3rd. The health of the pupils is preserved from exposure to inclement weather and bad roads.

4th. Truancy is wholly eliminated and average attendance largely increased, giving a corresponding increase in school funds from the State.

5th. The country maiden continues her education without fear of molestation by vagrant vagabonds.

6th. The youth prolongs his school-days because he is conscious of an opportunity to progress in the art of learning.

7th. Many children, formerly so isolated as never to have access to any school, are now accommodated.

8th. One or two large families can not "freeze out" the teacher merely to gratify some personal whim or local prejudice.

9th. The farmer and his family are more content with their health-giving and self-sustaining occupation.

10th. Ethical culture is obtained free from the dissipation of social life as manifested in cities.

11th. The development of the art of teaching in young teachers is more feasible to the superintendent.

Respectfully,

GEO. P. GLENN.

County Superintendent,

### **Escambia County.**

In compliance with your circular letter of July 24th, I submit my report of the situation in the public schools in this, Escambia county.

For the school years of 1901 and 1902 we had an enrollment of 3265 whites and 1585 negro children, total 4850, with an average attendance of 2178 white and 1007 negro, total 3185. We had under contract 84 white and 30 negro teachers, total 114. Seven of the white teachers and eight negro teachers taught two schools.

#### **SCHOOL PROPERTY.**

During the last school year we erected in the county, one comfortable and well arranged two room school building; rooms 26x30, and added one room each to school buildings No. 26 and No. 30. Also paid for school building No. 72.

All of the above property has been paid for in full, but the two room building at Century, No. 79, has just been paid for, consequently does not appear on my annual report for year ending June 30, 1902.

In addition to these buildings we purchased and paid for 100 double desks and 200 yards of 50 inch slated cloth for black boards.

We have at present under contract a four room addition to school building No. 1, a one room addition to school building No. 7 and a new three room building on East Chase Street for the negroes.

This building I think when completed, will be a model for comfort and convenience as a school building—rooms 28x28.

All these contracts are to be completed by October 1st and some will be paid for in full on completion. All will be seated with new modern school desks.

On completion of these contracts the Board of Public Instruction will own in the city of Pensacola six comfortable and well supplied school buildings for white children, one with fifteen rooms, three with four rooms each, one with five rooms and one with two rooms, total 34 rooms.

For negro children in the city, five school buildings, one with four rooms, three with three rooms each and one with two rooms, also one rented room, total number of rooms 16.

In the country outside of the city, the Board owns 40 school buildings, one four room, eleven two rooms, and twenty-eight with one room each, total number of rooms 54, making the total number of school rooms owned in the county, 104.

In addition to above, the Board occupies eighteen other one room buildings for some of which a nominal rent is paid.

All the buildings owned by the Board with two exceptions are seated with modern school desks, as is also a number of those rooms not owned by the Board.

#### FINANCIAL SITUATION.

At the close of the school year on June 30th, last, only about 50 per cent of the school fund for the tax year of 1901 had been collected and turned into the school treasury, and a considerable portion is still outstanding, but every warrant drawn for the school year ending June 30th last, has either been paid or the money is in the treasury to meet same on demand, and in addition, the two room building noted above has been paid for, amounting to \$877.78 and payments have been made on the contracts now under way in the city.

Using the funds from the tax year 1901 in this way, will of course, leave us with an empty treasury at the beginning of this school year, but this would be a small matter if we could only get the Legislature to pass a revenue law based on business principles.

Let the taxes as now, fall due 1st of November and al-



low a discount of 2 per cent to those who pay their taxes in November, 1 per cent to those who pay in December, the full taxes to those who pay in January and add  $\frac{1}{2}$  of one per cent for every month after January until June or July, when the tax list should be closed.

As the law now is, there is virtually a premium offered to those who fail to pay promptly, for they can loan or use their money and make interest on same, but under the plan suggested above, those who paid promptly would get a fair discount and those who held back, would pay the State something for holding back its money.

Our outstanding liabilities at this date are \$16,000.00 in time loans, and twenty-eight warrants amounting to \$910.00. The money is now in the treasury to liquidate same.

There would be no lack of school funds, I think, in any county, if the tax laws of the State were carried out in each county, but as long as 25 to 30 per cent is made the basis of valuation, not only in the counties, but also in the Comptroller's office on railroad, telegraph and telephone lines, we will be as we now are, short of funds and not able to conduct the public schools of the State as the importance of same demands, and I hope our next Legislature will find some way for us to get out of our present dilemma, either by requiring the assessments made on a fairer basis or remove the limit of tax valuation for school purposes.

The first would be the better plan, for the second would require an amendment to our Constitution and this would require three or four years, even if successful, to be put in operation.

#### GRADING COMMITTEES.

I prefer the county grading committee for the following reasons:

I believe competent and honest teachers can be found in each county who will discharge this important duty without fear or favor.

If this work is turned over to a State grading committee, the papers turned over to said committee after the June examination would be so voluminous that the September examination would also be completed before some

of the teachers would know the results of the examination.

This would be an injustice to the teachers, and ought not to be unnecessarily inflicted.

Having more than reached the limit prescribed for this paper, I am forced to omit remarks on the other heads suggested.

With my best wishes for your success in building up the public schools of Florida, I remain,

Yours truly,  
N. B. COOK,  
County Superintendent.

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### Franklin County.

In accordance with your request, I submit the following report:

#### BUILDINGS.

In reviewing the situation, as to buildings and their cost, and maintenance, I hold ideas of my own on this point, and would suggest that boards of county commissioners (who are the guardians of the finances of the people of a county, both in extent of levy and expenditure) be the proper body to erect and equip all public buildings of the county from the county building fund, and not exhaust the educational fund for public buildings. This would prolong the school term and swell the fund immensely. It would be a big help to poor counties and improve their buildings very much. Our buildings are fairly good, and require considerable repairs yearly to accommodate the constant growth of schools.

#### FINANCES.

Our finances have improved very much within the past two years. Warrants are paid by the treasurer on presentation. In this county the county commissioners have always given us the constitutional limit of five mills, but my personal opinion is that this is not enough in our poor counties. The county commissioners should be al-

lowed to fix the levy so as to run the school at least eight months in the year.

There are no special tax districts in this county as yet, it is one of our needs.

#### TEACHERS.

The teaching force is much improved and the interest in examinations, Normals, summer training schools, and institutes is being felt by all. We are getting better teachers, better work, and better results. Hurrah for the uniform examination law!

#### GRADING.

The present law for grading committee is a good one, under proper precaution. The committee should never know whose paper they are grading.

#### COMPULSORY EDUCATION.

If ever this country should assume the greatness and grandness, she was planted to become, she must have a compulsory education law of at least 4 months in the year.

Our county needs it. She will support it.

#### PAROCHIAL SCHOOLS.

The Catholic convent, with from 4 to 5 teachers, primary and intermediate grades is located here with an enrollment of from 100 to 125 pupils doing a good work.

Yours very truly,

W. T. MARLER,  
Superintendent.

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### Gadsden County.

Under the heads suggested in your circular I hereby give you a brief statement of school matters existing in Gadsden county at this time.

#### BUILDINGS.

Our school houses, at the expense of the patrons, are

gradually being made more comfortable, being nicely sealed and furnished with good heaters during the winters. Two of these houses in the county, just being completed, must have cost between four and five hundred dollars. The desks are home-made but very comfortable and firmly fastened to the floor. The people of Quincy have at last turned their attention to school matters and all at once, as if inspired by some Educational Prometheus, a delegation of our best citizens suddenly appeared before the school board last September and signified their determination to cooperate with us and assist in placing the public school at this place on advanced modern lines, and they immediately went to work and spent about eight hundred dollars on the old academy, as a beginning and I believe we are on the right track to have a first-class graded school at this place. The right kind of men have come to the aid of the Board.—A few old fossils are still fossilized.

#### FINANCIAL.

Financially, we are on a solid basis. Our aim has been to bring our schools to work upon the cash basis, to accomplish which, for the past four or five years, we have been sailing near the shore, trying to put as many pupils as possible within the schools and having a reasonable margin in our annual estimate. Last year (1901-02) our warrants were all paid off promptly without (I believe) a single one being discounted. A few years ago we owed a large debt, but now we have about enough money to run the summer and fall schools and all of last year's warrants have been paid off.

#### COUNTY AND LOCAL TAXES.

We have no trouble in having our County Commissioners to fix the school levy agreeably with our requests, but it does seem to me that the men whose minds and thoughts are naturally placed on school matters, as is the case with members of the School Board, should have the levying power in their hands.

Our people are waking up to the necessity of higher taxation for school purposes, which is evidenced by the fact that petitions are being published for two special

chool Sub-Districts and furthermore by the significant fact that the corporation of the town of Quincy has levied an additional five mills to assist the Board in running the Quincy school for the present year (1902-1903).

#### TEACHERS.

There is evident improvement in the character and qualifications of our teachers and I attribute it to the fact that the Normals, and to some extent the summer schools, are being attended to a greater extent than heretofore. I do all I can to get them to the Normal, which to my mind is lifting our teachers more than anything else. Our people also are disgusted with what they call the "third grade" and our teachers who hold third grade certificates can hardly get a school—which shows the trend we are taking in school matters.

#### GRADING COMMITTEES.

We are opposed to any change in the make-up of the grading committees. I believe we are doing better now than ever before and I deprecate the idea of anything being done to check the upward impulse that seems to be pervading our people both in town and county. I believe that the charges of favoritism made against some superintendents are more than anything else the fruits of some little spite jealousy and vindictiveness that seem to dominate and cloud our better feelings and sway our judgement. Some of us seem to have too much of the worst side of human nature in our make up. The changes heretofore made in your school law have not, as far as I can see, been an improvement. *Let us not have too much centralism.*

#### COMPULSORY EDUCATION.

We are getting most of the children to the schools. If we had a compulsory law, how would you enforce it? When a poor man cannot send to school, would you fine him? I do not see that anything can take the place of an enlightened sentiment, which we are trying to infuse into our people. I do not know how or to what extent we could go on that line.



PLATE 19—JNO. B. STETSON UNIVERSITY, THE LAW LIBRARY.

THE NEW YORK  
PUBLIC LIBRARY

## CONCENTRATION OF SCHOOLS.

Our board has already combined schools in two or three places in order to procure better teachers. The people are seeing the importance of the course pursued and the idea is rapidly gaining ground that this concentration of schools must continue in order to bring higher salaries and longer terms.

## INDUSTRIAL EDUCATION.

It seems to me that in conducting schools and educating children some regard should be had to the vocations in life, whether in town or country, which the pupils, far as we can see, are likely to pursue, and I think that a due regard to the present and future environments, as far as we can see, should be made a feature in our schools. When we intend to make an intelligent and useful citizen of a child, we should leave nothing undone that has a tendency to lead him or her in that direction.

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**Hamilton County.**

At your request I submit the following report of the schools of Hamilton County:

## BUILDINGS.

The School Board and the town of Jasper spent last summer about \$1,000.00 on the buildings of the Jasper Normal Institute, which are used as the county High School.

With aid from Board, the patrons have erected several new houses throughout the county.

## HOME-MADE DESKS.

We are not able to supply county schools with patent desks, and found that we can get a local mill to make a desk at \$1.50 that is very satisfactory. I find them of wonderful benefit to schools where they are used.

## FINANCIAL.

I think, since the School Board must maintain the



schools, that it ought to have the power to determine number of mills to be assessed.

I favor the removal of the five mill maximum.

In July 1900, the Board was \$3,600.00 in debt. In July 1901, it was \$2,200.00 behind. In July 1902, it only owed \$850.00. This gain has been due to the fact that we abolished the system of paying by grade of certificate and have classified the schools.

We now pay from \$20 to \$30 per school and board.

#### COUNTY SCHOOL WARRANTS.

Our warrants are cashed from February to October of each year. Not many teachers are compelled to discount them.

#### SPECIAL TAX DISTRICTS.

There are only two special tax districts in the county. Several other sections are considering the establishment of them.

#### TEACHERS.

I am glad to report a gradual advancement in the proficiency of our teaching force. This is largely due to the work of the Jasper Normal Intsitute and the uniform examination.

I have considerable trouble in securing teachers for winter schools and am forced therefore to run schools during the summer months. I select the teachers from the pupils here attending school, for three or four months work. I regret I cannot keep them for winter use.

We feel no great effect of State Normals and Summer Schools as we do not come in contact with them.

#### GRADING COMMITTEES.

A State Examining Board is desirable with wise limitations. At present the system is not uniform.

#### COMPULSORY EDUCATION.

Our citizens in the main do not favor the reform, but I believe a wise measure to this effect would improve the educational condition of the state.

**PRIMARY CERTIFICATE.**

I favor the granting of certificates to specially trained primary teachers, which certificate will allow them to do primary work only.

**STATE SCHOOLS.**

I believe the State is not spending money wisely for education in the State Schools. I do not think the State should pay the board of pupils.

There are too many of these schools which are doing almost no higher work, but are only doing the work that a county High School ought to do.

Too much politics controls the appropriations.

It would be a wise thing to appropriate some money now used in supporting faculties that have little or nothing to do, in aiding county High Schools. One hundred per cent. more good would be done.

I favor the High School bill defeated in the last Legislature.

Very Truly,  
J. H. REID,  
County Superintendent.

**Hernando County.**

During the past two years Hernando county has paid out for new buildings, \$262.18; repairs on buildings, \$345.85.

All school buildings are now in good condition, and every community having sufficient number of children has a comfortable frame school building and a school, except a colored one, for which a small cabin was purchased to serve until permanency of the school could be established. Nearly all schools have patent desks; all have water on the premises, and are supplied with blackboards, heaters, charts, free books and necessary out-houses.

The shortest term of white schools is six months, longest eight. Colored schools all run four months.

### THE HERNANDO HIGH SCHOOL.

Has a library of general literature. Also a chemical laboratory.

#### FREE TEXT BOOKS.

All text books used are free. So firmly fixed is this feature in the good opinion of the people, that any attempt to eliminate it would be followed by a practically unanimous protest.

#### FINANCIAL CONDITION.

The present financial condition is good. Little change has taken place in this respect during the past years. Teachers are paid cash, and warrants promptly met at close of the year. Money is borrowed to pay teachers until taxes are collected in the spring. The borrowed money costs \$80 a year.

#### SCHOOL TAX LEVY.

No friction occurs between the school board and county commissioners in levying school taxes, but theoretically it would be better for the school board to make the levy. Our county commissioners are heartily in favor of public schools and, on the recommendation of the school board, always levy to the limit of the law.

#### THE FIVE MILL TAX LIMIT.

Were the Constitutional five mill limitation of county levy abolished and eight mills substituted for it and the special tax, there would be no increase of revenue, but a more equitable distribution of the funds, and a large saving of the expenses now required to keep up special tax districts. The county now pays eight mills, but that is divided between the five mills and the special tax levies. A straight eight mill tax would be more satisfactory and economical.

#### SPECIAL TAX SCHOOL DISTRICTS.

The entire county is covered by eleven special tax school districts. They are popular, because they extend

school terms from to six and eight months. Until the five mill limit is removed our people will sustain the special tax districts and continue the levy at two and three mills.

#### OUR TEACHERS.

Are improved in character and qualifications for their duties. Nearly all have attended normal or summer training schools. Marriage has removed some of our best teachers. Will the Legislature kindly devise some plan by which we can keep such teachers single and at work until they are twenty-five years old? Our entire force attends the monthly institute, except three who cannot do so on account of distance. A large majority attend the Florida State Teachers Association.

#### EXAMINATION.

The examination law is satisfactory as it stands, except that the terms of the second and third grade certificates are too long—one year should be cut off from each; and some of the High School branches not now included should be added to the first grade.

#### COMPULSORY EDUCATION.

Our people would favor a judicious compulsory education law, carefully adjusted to the needs of the working classes, limited to the first eight years of a child's legal school period; compulsory from four to six months in the year. Compulsory education without free books would be unjust. The State should not force a child into the school unless it furnishes the means for it to study after it gets there. There should be no recognition of financial condition among children in giving out free books.

#### INDUSTRIAL EDUCATION.

Personally we believe that public school education should be basic or general in its character. When the elements of a common school education have been mastered, then an occupational term may be given, but not before. Agricultural and industrial environments do not justify special training in this direction until after the common

school period has passed. Teachers, alone in rural, multi-graded schools, have their time, physical ability and intellectual powers taxed to this limit in imparting instruction in the elementary branches of a common school education. Applicants for first grade and State certificates might be given instruction on agricultural and industrial lines in the training schools, but examinations should only be taken by those wishing to teach in industrial schools. Examinations could be held for what might be termed industrial certificates.

#### STATE SUPPORT OF COUNTY HIGH SCHOOLS.

We are heartily in favor of the legislature passing a law establishing a High School in every county, to be maintained by the State but under control of the County School Board as are other county schools. This would materially assist the common schools by releasing for their improvement the large sums now required to maintain High Schools. But the one mill tax and interest on school fund should not be diverted to this purpose. They should remain for the use of the common schools.

#### COMMON SCHOOLS.

We hope the legislature will remember in their deliberations that the common schools are of the greatest importance because a large majority of children attend no other, and direct legislation in their interest, and for their encouragement and support, especially in the matter of financial assistance.

In conclusion we would remark that Hernando county proposes to press on unceasingly toward the mark of the highest improvement in her public school system, giving the greatest care to her common schools.

A. M. C. RUSSELL.  
Supt. Hernando county.

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#### Billsborough County.

Acting upon your suggestion I submit the following report.

## BUILDINGS.

During the last two years there have been erected sixteen school houses costing about \$12,000.00.

There are being built and nearing completion a \$3,000.00 Ward School house in Tampa, a \$12,000.00 brick school house in St. Petersburg for the higher departments, and three country school houses that will cost in the aggregate about \$1,000.00.

Hyde Park Special Tax District has the plans ready and is now receiving bids for the erection of a \$10,000.00 brick building.

Repairs to various buildings will amount to \$1,000.00.

Patent desks have been supplied to various schools to the amount of \$1,000.00, and with what we have on hand and ordered, by November we will have supplied schools to the amount of \$3,000.00 We believe that the best are the cheapest and hope to see every school supplied with good patent desks.

Our county High School has a library that is quite valuable for its size and is growing constantly. It also has a good chemical and physical apparatus, and good laboratory work is being done. It is also well equipped for a business course.

## FINANCIAL.

At the close of the school year we had on hand in the general county fund \$1,766.07 and in the Special Tax Fund \$5,828.66. There were outstanding warrants to the amount of \$1,550.00, thus leaving a balance all told \$6,044.73.

Two years ago there was a balance of about \$7,450.00, to the credit of the county fund, this was mainly used in building and equipping the County High School. A year ago there was a deficit of \$5,000.00 in the County Fund. By strict economy and the establishment of Special Tax Districts we have been able to clear up the debt and have the balance in our favor.

Our warrants are paid promptly. Our County Commissioners work in perfect harmony with the Board of Education and there is no friction over the levy. We have the maximum that the law allows, but it is not enough.

The five mill limit should be abolished. A majority of our people would favor it.

#### **SPECIAL TAX DISTRICTS.**

Realizing that more money is the crying need of the schools we have encouraged the establishment of Special Tax Districts. We have increased the number from six to twenty. Five of them were established last year and nine this year. Eleven Special Tax Districts brought in over six thousand dollars and the other nine will increase this amount considerably.

Special Tax Districts are popular with our people and add to the interest of the schools wherever established.

The County Board has advanced money to the Special Tax Districts and thus enabled several of them to build good school houses, and others to make necessary repairs. The law needs amending so that the expense of establishing and maintaining these districts may be reduced.

#### **TEACHERS.**

Our teaching force is not all that we would desire. There are so many changes that we find it difficult to keep up the standard that we would like. Many of our teachers though are thoroughly interested and do excellent work. Some of them attend the Southern Summer School at Knoxville, a number were at Tallahassee and several at Deland, and our home Normals were very liberally patronized. These summer schools serve a most excellent purpose.

#### **GRADING COMMITTEES.**

We have been fortunate in our grading committees and believe they have acted wisely and conscientiously in their work. So long as we can have such material to select from we see no necessity for a change in the law. The examinations are too long, and expensive in the way of board bills, besides they are a great nervous strain upon many of the teachers.

#### **COMPULSORY EDUCATION.**

We need a wise law compelling the attendance of children at school. As to the limitations that should be placed

upon such a law that is a difficult question. Many of our people are favorable to such a law.

#### **CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.**

Last year we carried between forty and fifty pupils to school, and we found it in the main satisfactory. This year we have contracted to furnish transportation to about one hundred. It enables us to establish and maintain fewer and better schools, and to furnish a better class of teachers. In districts where there is much low land, and where railroad and turpentine negroes are numerous it is certainly a very satisfactory way to keep up the attendance. It takes the children to and from school dryshod and in perfect safety.

The system is growing in popular favor though there is still some opposition.

#### **INDUSTRIAL INSTRUCTION.**

Our schools should be made as practical as possible and the course of study should bear more directly upon the environments of the pupils.

The Elements of Agriculture, Horticulture, Fruit Growing etc., should receive attention as soon as it can possibly be done, besides Manual Training and Domestic Science.

Yours Truly,  
B. C. GRAHAM,  
County Superintendent.

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#### **Holmes County.**

Below find a general summary of the schools of Holmes county, Florida.

I am glad to say that the schools of this county are improving every year.

#### **BUILDINGS.**

The people of the rural districts have built several nice and commodious school houses during the past two years.



Also the citizens of Ponce de Leon have built a large two story building for school purposes. The general average of the school buildings has improved wonderfully for the past two years.

The most of the buildings have good heaters, desks and other school furniture. The school board has deeds to several of the buildings through the county. The citizens of the rural districts seem to take a better interest in schools than ever before.

#### FINANCIAL.

Our present condition financially is much better than two years ago, while we have to discount our warrants yet we can discount now at 10 per cent while two years ago the discount was from 15 to 25 and sometimes 30 per cent.

We hope with the present year to come nearer out of debt than ever before. I believe the majority of the people of this county would favor more tax for school purposes.

#### SPECIAL TAX DISTRICTS.

We have only one special tax district in our county. That is in one of the rural districts, the amount raised by special tax amounts to about seventy dollars which enables that school to continue their term of school for six months instead of four—the regular term of the other schools. They have also built a nice two room school house. We are contemplating organizing several more this school year.

#### TEACHERS.

There is considerable improvement in our teaching force. All seem to be trying to elevate their schools in morals and education. Our young teachers seem to realize that they must be on the upward movement. As soon as their school terms expire they enter one of the High Schools or some of the State schools, in order to better qualify themselves for future work.

#### STATE EXAMINING BOARD.

For the masses of the people of this county I do not

think a change necessary in grading committee. For myself I would prefer a State examining board.

#### COMPULSORY EDUCATION.

A compulsory law is needed in our county for the good of our children especially in the rural districts. I would suggest that children from the ages of 8 to 15 years inclusive be subject to such a law.

We have not tried the transportation for pupils. The matter has been brought before our school board, but the people seem to be doubtful if it can be done successfully.

We have two high schools in our county. One at Westville, Prof. P. F. Woodruff principal, Prof. J. C. Brown 1st assistant, Miss Annie E. Woodruff primary department. This school has an attendance of one hundred and twenty-five students from this and other adjoining counties, it is doing good work.

The Bonifay High School, Prof. L. S. Barber, principal, Miss Carrie Finney, 1st assistant, and Mrs. Annie E. Barber primary department—has an attendance of one hundred and twenty-five—is also doing good work.

We have no private schools. Tuition is free to all scholars in our county.

Respectfully submitted,  
W. H. MARTIN,  
Supt. Public Instruction.

#### Jackson County.

In response to your letter of July 24, I respectfully submit a report of the condition of the Public Schools of Jackson County.

#### FINANCIAL.

Unfortunately the school fund of Jackson county is badly behind, the outstanding indebtedness at the close of year, June 30, 1902 being between \$9,000.00 and \$10,000.00. To protect the teachers against heavy discounts, the School Board arranges the salaries of teachers on as low basis as is consistent, and borrows money at the

legal rate of eight per cent. per annum, and pays value for all warrants issued

#### BUILDINGS.

The county has done very little toward the erection of school houses for the past two years, but there is an interest taken on the part of the patrons and citizens in communities of the country. Some very good houses have been erected by the patrons, in many instances with little or no help from the School Board.

#### TEACHERS.

Jackson county has reason to be proud of her competent teachers. In the main they are young, enthusiastic, in most instances they are taking advantage of every opportunity to advance themselves in their profession. Besides their representatives at each, the Florida College, and the Normal School (colored) at Tallahassee, the work of which we have reason to be proud, we have nine representatives at the State Normal School at Funiak Springs, two of whom graduated in May, to the credit to themselves and to the institution, and who doubtless prove of great worth to the educational interests of Jackson county, and to the State of Florida.

#### SPECIAL TAX DISTRICTS.

At present we have three Special Tax School Districts, all of which have voted the maximum levy of three mills. Sentiment is growing in favor of Special Tax Districts in this county and if encouragement is given by the officers and teachers it will not be long before the county will be a Special Tax School District.

#### EXAMINATIONS.

I am very much in favor of only one examination year, this one to be held about the middle of June, having the examination at this time. Teachers who are attending the different schools over the State will be afforded an opportunity of taking a short review before the examination. It often happens that the last month of the school year is spent by those who expect to take the examination.

h usually follows the first or second week after school closes, is spent in reviewing for examination and if the result their school work is not satisfactory. Attempt to do both school work and review work at the same time results in failure in either the final examination at school or the county examination for teacher's certificate. Furthermore to conduct in large counties the two examinations now required takes practically a month of the county Superintendent's time which could be spent more profitably in other lines.

#### GRADING COMMITTEES.

I am heartily in favor of one Grading Committee for the State. With forty-five committees in the State, some good, others practically, aye, criminally lax, there can certainly be no uniformity about the grading of papers. In some counties it must be difficult to secure a competent committee on account of scarcity of high grade teachers. One competent committee would give uniform grading and local causes would no longer influence the grading of papers to the detriment of the schools of the State.

#### TEACHERS' ASSOCIATIONS.

Two teachers' associations are held each year. Questions of importance are discussed at these meetings and much benefit is derived from them by the teachers and the people.

#### COURSE OF STUDY.

A course of study was adopted in this county in 1899. Very little was done toward putting the same into effect till the last two years. While no course of study can be rigidly adhered to in all of the schools of the county, it serves as a guide and is of special benefit in the arrangement of the grades of the different schools.

#### JACKSON COUNTY HIGH SCHOOL.

Jackson County High School, located at Marianna, is in a flourishing condition and is doing a good work for the entire county. The school is graded as follows: Elementary, Intermediate, Grammar and High School departments.

## OTHER SCHOOLS.

Sneads, Bascom and Graceville schools of three teachers each, and Comfort, Harpers, Greenwood, Friendship and Smyrna schools of two teachers each, are all doing work for their entire respective communities.

Teachers are paid according to grade of certificate and experience except in the County High School. All schools are required to make an average of 60 per cent of their enrollment.

We enforce as nearly as possible all State and county regulations.

Trusting that two years hence a more favorable report may be submitted, I am

Yours very truly,  
W. A. McRAE.

Supt.

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### Jefferson County.

I beg leave to submit the following report of the condition, and progress of the public schools of Jefferson county.

#### BUILDINGS.

Since my last report we have built four large and comfortable school houses 25x40 feet, and supplied them with patent desks. Three other school houses have been enlarged. As fast as our finances will permit, we are improving all of the school houses in the county. Substituting brick pillars for wooden blocks for foundations and ten of them will be painted this fall.

Insurance policies have been taken out on sixteen of the most important buildings, and in every way the school property is being taken care of and improved.

#### FINANCES.

It is with much pleasure that I report a continued improvement in our school finances. The fact that our financial condition has steadily improved in spite of the fact that our revenues have been curtailed by the lowering of the tax assessed for school purposes, from five to

our and a half mills, reflects credit upon our school board for its management of our school affairs. School script has been at par for the past four years. The treasurer's report for the month of July showed a balance of \$785.00 to the credit of the school fund.

#### ASSESSING THE SCHOOL TAX.

I believe it has been already decided by a court in this State that the board of county commissioners must assess whatever tax the school board recommends, within the legal limits. It would seem, however, that the members of the school board, who, as a rule are as intelligent, as patriotic, and as good business men, as those composing the board of county commissioners, and are certainly better informed as to the needs of the schools, should be the proper persons to direct the assessment of the school tax. A five mill tax with which to maintain fairly good schools provided the fund is judiciously expended. The average tax payer pays his school tax very cheerfully, realizing that he gets more direct benefit from this tax than any other he pays.

#### TEACHERS.

There is a growing demand in this county for better teachers. We have a surplus of inexperienced teachers with certificates of a low grade, but patrons are demanding better and more experienced teachers. Graduates of the Normal Schools of this State are, as a rule, a great improvement on teachers without Normal training, and our improved financial condition will enable us gradually to improve the grade of our teachers by offering better salaries.

#### GRADING COMMITTEES.

In a former report, I favored a State Grading Committee. This would give uniformity to the grading, which is impossible under the present system.

No change, however, is necessary if the law regulating examinations was strictly carried out. As it is, a second grade certificate in one county is often the equivalent of a first grade in an adjoining one.

### COMPULSORY EDUCATION..

Compulsory education is the logical sequence of the public school system.

If the State provide school houses, school furniture, books, and a teacher, those who pay the tax have a right to demand that those for whom these provisions have been made, should be compelled to avail themselves of the opportunities for education thus provided.

However, I do not believe that at this time public opinion would sustain such a law.

### SCHOOL TERMS.

Our schools have terms of from four to eight months, five and a half being the average for the white schools, the terms of the colored schools are uniformly four months which is too short, but is the best we can do with our large negro population and our limited finances.

### EDUCATING THE NEGRO..

The more I see of the colored schools the more convinced I become that this people is far more in need of moral and industrial training than that of a literary character. Without this moral training this other but increases their ability for evil and the present system of the morally "blind leading the blind" must be followed by the usual consequence.

### CONCENTRATION OF SCHOOLS..

This is the only solution of the problem of educating the children in the rural districts. Good graded schools, further apart, should take the place of the little neighborhood schools. This would necessitate pupils walking further to school, but would more than compensate for this by their rapid advancement under the better facilities, made possible by this concentration. Any attempts however in this direction are met by the most stubborn resistance of shortsighted parents who study their childrens present convenience rather than their permanent improvement.

J. H. GIRARDEAU,  
County Superintendent.



PLATE 20—ROLLINS COLLEGE, FOUR OF THE BUILDINGS VIEWED FROM LAKE VIRGINIA.



THE  
PUBLIC LIBRARY

ASTOR, LENOX AND  
TILDEN FOUNDATIONS.

## Lafayette County.

No building or repairing in two years on account of limited funds.

### FINANCIAL.

Two yars ago the School Board was \$2,350.00 in debt and now the debt is \$250.00. We have made the change by economizing. Warrants are paid promptly. County Commissioners are not supposed to study the educational interest of the county and should threfore have no control over it. I think the limit of millage is too low. Some of my people favor higher taxation and would submit to Special Tax Districts. We have one established this year and are arranging to establish others. I see no reason why they should not be generally adopted.

### TEACHERS.

There is marked improvement in our teaching force, due to the influence of our State Superintendent and the uniform examination. I think the examination law is all right.

### GRADING COMMITTEES.

I am satisfied with the present system, do not think a change necessary.

### COMPULSORY EDUCATION.

Is very much needed in my county. The limit sholud be broad. Some favor it. It would bring a great blessing to church and State.

We have done some work on the line of concentration with success. Owing to our limited facalities for travel we cannot do anything in the way of transportation.

There is need of closer relationship between the instruction of pupils and their industrial life, and these subjects should be included in the examinations.

Respectfully submitted,

J. P. ABBOTT, Supt.

## Lake County.

In compliance with your request I send you this general report of the condition and progress of the schools of Lake County.

### FINANCIAL.

I shall have to say very frankly that our schools have reached as high a degree of merit, however moderate that degree may be, as we can expect with the present constitutional limit of five mills from the county and one mill from the State. Although values are increasing in some kinds of property the assessed valuation of the county is a little lower than it has been before in several years. On the other hand as the price of living is higher than it was a few years ago we are having to pay teachers better salaries. These two conditions are of course conflicting. The school funds are equitably divided for the benefit of the various necessities as it can well be.

At the end of each year after paying all indebtedness we have a balance in the treasury but that balance is becoming smaller each year. By drawing on our surplus we spend a little more than we collect. This process must of necessity soon cease.

All our warrants are paid promptly and no discounts are permitted. From December to April, however, we have to protect warrants by borrowing money. We get this money at  $6\frac{1}{2}$  per cent. interest.

### FIXING THE SCHOOL LEVY.

Our County Commissioners have given us a levy of five mills and practically speaking we would not be benefitted by changing the authority of fixing the levy from the Commissioners to the School Board. But if the maximum five mill limit were removed conditions might be different.

### SPECIAL TAX DISTRICTS.

We have in Lake county six Special Tax Districts and all of them are popular. The compulsory and expensive methods of giving notices in newspapers rather than by posting tends to prevent their general adoption in small districts. Only two districts have been established

in the past two years. The total amount of funds collected by the six districts last year was \$1,577.47.

As to our teaching force I will say that the lack of funds prevents much improvement. Talent superior to ours will command better salaries elsewhere or in other work than we can afford to pay.

#### GRADING COMMITTEES.

A change in the present system of grading committees for the examinations is neither necessary or desirable in this county. To establish a State Committee would be a long step backward. If any county is incompetent or dishonest the reform which is necessary to promote competency must come from within, not from without. Each of these conditions will gradually improve by giving the people opportunity to exercise them under proper direction, but not by completely depriving them of all privileges in controlling their affairs. By the State Grading Committee all opportunities for improvement would be repressed.

#### TRANSPORTATION OF PUPILS.

The transportation of pupils to central schools has been tried in this county to only a limited extent. The plan would be approved if favorable conditions for it existed. At the present time school facilities might be slightly improved by transportation in a few localities but the expense would be increased.

#### SCHOOL BUILDINGS.

We have purchased and erected in the last two years three new school buildings at a cost to the county of \$825.18, two of these being for white schools and one for colored. To these buildings the patrons contributed much labor which is not counted in the cost above given. We have in the county several valuable school buildings, all of which are kept in good repair. It is the aim of the County School Board to keep all buildings comfortable though not elegant. Only \$85 has been spent on repairs in the last two years just past. This is the cost of material only. The school patrons do all the labor.

The best feature of our schools lies in the increased interest on the part of the parents. This clearly shows it.

self in a much better attendance of pupils than in former years. The day of pessimism concerning public schools is indeed past and we have no fears of its returning.

J. C. COMPTON,  
County Superintendent.

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### Lee County.

I herein follow the topics and make brief comments according to your valuable suggestions.

#### BUILDINGS.

Thirteen new buildings have been erected. The people, as a rule, have done the work. They have in many localities supplemented the amount appropriated by the Board, and have constructed large, well finished houses. Many of these schools are in neighborhoods that did not exist five years ago.

#### FINANCIAL.

The school buildings erected have required a large outlay, and the number of teachers has been increased; but these, with other expenses, and only a slight increase in the taxes, find our warrants still at par.

It's not difficult to get the people to ask the Commissioners to give the limit of the legal levy for schools.

People may disturb the County about burdensome taxes for other purposes, but even Lee County's non-resident never utter a word against the school tax required of them.

#### SPECIAL TAX DISTRICTS.

Assessing the limit of the law in four of our most populous sections, including Ft. Myers, Buckingham, Alva and South Alva, is sufficient evidence to show that a large majority would increase the school tax. Only two votes are recorded against limit in these four districts.

Lee county is young in age, but up-to-date in progress and although sparsely populated in many sections, there will be more sub-districts by the next report. The cost of creating them, prevents there being more of them organized.

ized. It furnishes a means of interesting more people than any scheme now in use.

#### EXAMINATION LAW.

Whatever may be said against examination law, it is the only sure means of protecting the people against incompetent teachers. When properly enforced, no social influences, no financial, political or other aids will displace a valuable teacher for the personal popularity of an incompetent. The examinations may shut out a few worthy teachers, but saves innocent childhood from the cruelest subjection of an itinerant set, that present embellished diplomas from mushroom institutions. Let us insist on a rigid enforcement of the law.

A state grading committee could not serve so well as the present system.

We need a well located normal college of the highest grade with expenses reduced to such a rate that those who are able to attend a school, can go. This may be done by turning over our State schools to the counties for high schools, and using the funds thus saved, as well as those now used for our summer schools.

Associations create an enthusiasm, and helps the teacher to increase the estimate of the public for us as the most necessary factor of society. Better than this, if properly conducted, it shows a teacher his weak spots.

The association in Lee county has been largely attended, and plans for a library, etc., if completed, will make it a permanent institute.

#### COMPULSORY EDUCATION.

Compulsory education would work a hardship on a very large per cent. of the people in a county like Lee, as it is sparsely settled and many people are poor. It would lessen the personal work and hence the social value of the average teacher. It would decrease the respect of the pupil, who is now taught that he is the benefitted one, while under compulsory law he might feel that the State was training him for the good the State could get out of him, very much as the Romans.

I think a majority might, by agitation be induced to

vote for it because a very large majority attend faithfully.

#### HIGH SCHOOL.

Thee Lee County High School at Ft. Myers, has received the highest compliments for the splendid discipline and faithful class instructions that caused the average pupil to fall in love with the subjects taught.

The Board wisely provided for a teachers' class during last two months of the term, and some of the older pupils, though not able to graduate in the High School course, were able to secure a teachers' certificate under a rigid examination law. Most of these, though offered schools, have most wisely decided to complete the course before teaching.

Bi-monthly examinations and class standing with copy of questions asked, sent to Superintendent's office at close of every second month, has had much to do with increasing the average attendance of the year just closing. The records show more than 30 per cent. increase.

Transportation of pupils has been offered and insisted upon, but the jealousy of communities, the want of due appreciation of the value of larger schools and more competent teachers, and poor roads are against us.

Knowledge of the important facts regarding agriculture and domestic life certainly increases the value of the teacher.

JOS. F. SHANDS -  
County Superintendent - -

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#### Leon County.

In compliance with your request, I herewith submit the following report of the public schools of Leon county, for the two years ending June 30, 1902.

#### OF BUILDINGS.

Our schools are being taught in good substantial frame buildings supplied with comfortable desks, blackboards, charts, etc. Two new buildings erected and others repaired, at a cost of \$300.00.

## FINANCIAL.

Our school fund at present is in a healthy condition. Two years ago our indebtedness was about \$4,700.00. Since then it has been reduced less than half that amount. Warrants are paid promptly at full value. I would favor the levying of taxes for schools being made by the State Board. I find, from frequent conversation with our citizens, that very few, if any, would object to an increase in the levy. No Special Tax District in the Coun-

## OF TEACHERS.

Year by year there is an improvement in our teaching force, as is shown by the progress of the schools, the improved deportment of the pupils, and a general desire for longer school terms. The examination law has improved our best teachers, and while grade of certificate is not a correct standard, still we find those who give individual interest to the work of teaching, strive to secure a high grade of certificate.

Our teachers generally attend the Summer Training Schools, but the right quality, and quantity of public spirit has not yet impressed our teachers fully, with the importance of such attendance. Some of our teachers have formed an association, and meet every two weeks, at Leon Academy, Tallahassee. The Association is fortunate in having for its honored president that efficient, and enthusiastic educator Prof. Buchholz, of the Florida State College.

I regret the apparent apathy of our teachers, as attested by their non-attendance on meetings of the association.

## GRADING COMMITTEES.

We desire no change in the grading committee system. The work of our grading committee has always been honestly, impartially and faithfully discharged. This county needs no change, but the State Superintendent is specially fitted by his knowledge of the State, to judge of the wisdom, or folly of a change.

## COMPULSORY EDUCATION.

In my intercourse with our people, I ever find parents, and children eager to have good schools, I also assume,



from our reported attendance, that there is no need for compulsory educational laws in our county.

#### CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

Owing to ever changing population, we have not been able to accomplish much in the way of concentration. Our experiments in the transportation of pupils, have not met with much favor from the general public.

We recognize the need of many factors in the training of our teachers, and a closer relation between the teachers and pupils but we cannot see clearly that their agricultural, and other environments should form a feature of Teachers' Training Schools, and, later, of examinations.

Respectfully,  
C. W. BANNERMAN,  
Supt. Public Instruction.

#### Levy County.

I herewith submit a brief report of condition of educational affairs in Levy County, together with a few general recommendations for the betterment of educational affairs throughout the State.

#### BUILDINGS.

Within the last two years we have erected five school houses at a total cost to the county of \$2,231.35. This amount does not properly represent the full cost of these five buildings as the people, in some instances, gave liberally of time and money. The true value would approximate \$2,700.

We now have projected the erection of four other school houses, that will cost in the aggregate \$800.

Our school houses in the rural districts have been of the box-house kind, but as necessity requires, we are replacing these with good, substantial frame buildings.

We have expended within the bi-ennium just closed \$301.78 in repairs. A large part of this amount has been expended in making our box-houses more comfortable.

## FINANCIAL.

During the 14 years of my official connection with the school interests of Levy County there have been no debts carried over from year to year. We pay teachers promptly by borrowing money, paying 6 per cent. per annum for the use of money.

## SPECIAL TAX DISTRICTS.

We now have eight Special Tax Districts, five of which have been created within the last two years. There is now a proposition up for the establishment of four others. The opposition that once existed to this extra taxation has largely been removed by the example of the three pioneer districts at Bronson, Cedar Key and Morriston. The opinion is now rapidly gaining that the Special Tax District is the proper and only sure way by which to secure good teachers and better buildings. Seizing such an opportunity, the people of Williston gave two years taxes on a 3-mill levy, towards the building of a modern building, and now can boast of a school unsurpassed by any in Levy County. The pride of the community had so been stimulated that a music room, 24x30, is now under course of erection, the cost of which is being met entirely by private subscription.

The good effect of these districts might be illustrated in the case of Lebanon school. Up to three years ago this community had been struggling to maintain a \$30 school five months in the year. Around them lay large tracts of lands, and these were included in the district that was then formed. A large substantial house was built. A seven months term was given, a \$50 teacher employed. From a small box-house to a large frame house; from a \$30 teacher to a \$50 teacher; from a 5-months to a 7-months term is a big jump for a remote country school to make within two years—and the votes of a few men brought about this change. Probably every school community will soon avail itself of this opportunity for better schools.

## TEACHERS.

It would be difficult, if possible, to cite the particular causes of improvement in our teachers; that there are

agencies at work is manifest to the most casual observer. The esprit du corps of our body of teachers is of particular notice, and springs from professional desires. Their ideals are high standards, rigid and thorough work.

#### GRADING COMMITTEES.

So far as our county is concerned, we do not suffer because of present plan of county grading committees. Instances of cheating are extremely rare, grading committees fair but rigid, and teachers universally satisfied. If a change to a State Examining Board should be made a change in time of holding examinations would be necessary.

#### COMPULSORY EDUCATION.

That something should be done to raise our daily average attendance as well as to put more children in school is one of the commonest remarks among our people. Every man in Levy County who has been heard to express himself upon this question favors a law requiring parents or guardians to send their children to school. Since the average parent does send 66 days in the 100 it follows that all pupils can, without inconvenience, attend school that many days; and a law requiring that many days attendance out of a 5-months term not only would not inconvenience the present enrollment, but would bring into the schools many who make no effort to patronize any school.

#### CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

Levy County has never tried the experiment of transportation of pupils. Our Board has this plan under advisement now, and may enter upon the experiment another year. It is a business proposition, both from the standpoint of finances and good teaching; and should be put into operation whenever practicable.

Very respectfully,

S. PHILIPS,  
County Superintendent.

## Liberty County.

DEAR SIR:—In reply to your question as to the conditions of the schools in this county, I beg to submit the following.

### BUILDINGS.

We have erected or repaired seven at an average cost of about \$100.00 for each house within the time this report covers. The best worth about \$250.00 and the worst worth about \$40, all neat frame buildings, with good heaters in them.

### FINANCES.

The present condition of the school fund is much better than it was two years ago. We have on hand now about \$600.00 in cash and all warrants paid. Two years ago we were in debt about \$400.00. I think it would be better for the School Board to make the school levy as they understand the needs of the schools better than the County Commissioners do. I think it would be wise to remove the Constitutional five mill limit. At present the funds are inadequate to maintain the schools properly.

### SPECIAL TAX DISTRICT.

Last year we created five Special Tax Districts and wherever they have been properly tried they have been a success. There was about \$150.00 derived from each. The only mistake that was made was the boundaries of each was too small, as the expense was as much as it would have taken to create a larger one.

### TEACHERS.

There has been some improvement in the teaching force in the county in the past two years, but not as much as should have been. There are a few who have attended State Normals and they have been a great help to them. We can do nothing toward concentration, as the county is so thinly inhabited. I think it would be more satisfactory to have a State Grading Committee.

Yours very respectfully,

T. E. SHULER, County Superintendent.

## Madison County.

I have the honor to submit the following data for your Bi-ennial report:

### BUILDINGS AND EQUIPMENTS.

During the past two years, we have erected six school houses costing \$200 apiece, and furninshed them at an average cost of \$100 each.

We built six others at a cost of \$100 each and furnish-ed them at \$50.

Have overhauled, repaired and furnished five more at an aggregate outlay of \$400.

Have purchased school lots to the amount of \$30, and have had donated twelve lots together with all appurtenances thereon, one of which is situated in the town, aggregating the value of \$1,200.

Have built a very comfortable three-room house for the colored school in Madison and furnished at a total cost of \$794. Another very good negro school was built in Hamburg at a cost of \$100.

### FINANCIAL.

We are behind about \$2,000, but the taxes still uncollected will materially lesson the deficit. We pay all obligations promptly each month through the banks here—paying six per cent. per annum on all warrants from from date of issue until taken up by our treasurer, which he does as fast as he receives the money.

Extraordinary expenditure for buildings is the cause of our deficit, but we shall not be able to avoid paying interest for money until we can accumulate seven or eight thousand dollars surplus, because our schools open in July, five or six months before we receive any money to pay with.

The school year ought not to open before January if we are expected to do a cash business.

The Commissioners have nothing to do with fixing the school levy in the county.

Something ought to be done with the tax limitation. We do not get money enough to run the schools four months.

We are just now trying our first special tax district. If it proves satisfactory, we expect to keep up the agitation until we get the county covered over.

#### TEACHERS.

We have a better teaching force than ever before. The Examination law of course is the main element in this improvement—but we take particular pains in the selection of teachers, and try to exercise great caution in assignment; for a teacher who might succeed very well in one school would make a dismal failure in another.

Courtesy and kindness and prompt pay is what we offer for energy, industry and absolute obedience to our instructions.

#### GRADING COMMITTEES.

The present law and the working of the system suits us exactly—have had no trouble, and have no suggestions to offer.

#### CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We have turned over half the county—Thirty-two schools were changed up so as to make but eighteen. To the more intelligent, the result is highly satisfactory. The attendance in these eighteen far exceed that of the original thirty-two. This is due in part to better houses and better equipments. But I confidently believe that less than ten per cent. of the children have longer distances to walk than before.

We are trying the transportation of pupils now for the first time in one of the neighborhoods where it has been impossible to keep a two-thirds attendance. These pupils, fifteen in number are being hauled four miles to a good school at a cost of \$20 per month.

We have no private and parochial schools in the county.

Very Respectfully,  
JOHN A. HUGHES,  
Madison County.

## **Manatee County.**

In accordance with your request I herewith submit the following report of the condition of our schools.

### **BUILDINGS.**

During the past two years we have erected five new buildings, ranging in cost from \$100 to \$1,200.

Most of the expense of the building has been borne by the special tax sub-districts, the people frequently doing the work themselves, the only cash outlay being for material.

All of our schools except three or four, are now supplied with good comfortable frame houses.

Our county high school having outgrown the capacity of our building, it became necessary to erect a new building for the primary department. This was done at a cost of \$1,200, of this one-third was paid out of the general fund, one-third out of sub-district fund and one-third by private contribution.

### **FINANCES.**

Our financial condition is much improved, our debt now being less than \$4,000, or less than half what it was two years ago.

Our teachers never have to discount their warrants. When we have no money in the treasury we deposit the warrants in the bank, as collateral and borrow money to pay our teachers.

Our County Commissioners have treated us fairly we but as a rule we would much prefer the matter of fixing the amount of levy in the hands of the county school board, with power to make it large enough to meet the demands.

Our people frequently grumble at high taxes, but they rarely object to paying school tax, as they realize that that they are making an investment for their children. A large majority of the sub-districts of our county have voted a special tax of three mills, and others will do so when they can be made to properly understand the matter.

During the past two years we have raised by special tax \$6,853.90, most of which has been expended in building

repairing and furnishing school houses, and supplementing teachers salaries.

Many of the districts have added \$10 to \$15 and some \$20 per month to salaries allowed by the county, and some have extended the term two and three months.

Owing to the increase of salaries and the excellent system of uniform examinations, there has been a very marked improvement in the character of our teachers.

#### STATE GRADING COMMITTEE.

While the present system of grading is very good, when the committee is carefully and judiciously selected, we know there are cases where gross injustice has been done.

Owing to these facts we believe that a State committee would be an improvement on our present system.

We need a compulsory educational law, a moderate fine would be all that would be necessary.

There has been but little done in the way of consolidating schools in this county, the majority of the people being opposed to any movement in that direction.

We do not see any addition to teachers training schools of so much importance as some simple and practical book-keeping to be taught in the country schools.

Respectfully,

JAS. LAYNE,  
Superintendent.

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#### Marion County.

The following is a brief report of the condition and progress of the schools in Marion county for the last two years.

##### BUILDINGS.

On account of scarcity of funds our Board has given nothing for new buildings or repairs for two years ending June 30, 1902. Consequently we had no new building during that period. About \$500.00 worth of repairs were made, all paid for by special districts and private subscriptions.



For the term beginning July 1, 1902, our board has appropriated money for both new buildings and repairs. Within the last two months we have erected a new \$250 house at Fairfield, a \$150,000 house for colored pupils at Bethlehem and a \$2,000.00 annex to the Ocala High School.

At Fairfield the old school house was burned in January and we collected \$187.50 insurance which helped to replace it.

At Irvine the Board gave only \$50.00 and the generous citizens made up the balance.

At Bethlehem the Board only assisted to the amount of \$25.00 and patrons collected balance.

For the annex to the Ocala High School the county gave \$1,000.00 and the Special District \$1,050.00. The citizens of Ocala then liberally subscribed and paid \$500.00 to finish the new annex.

#### SCHOOL ATTENDANCE.

The enrollment and average attendance are increasing each year. From the outlook now the present term will make the largest percentage of increase ever made. The Ocala High School opened with 50 pupils more this term than ever before and made an average of 55 for the first month more than for the same month last term, its enrollment has now reached 525 and will not be less than 550 before the end of the term.

While Anthony, Bellview, McIntosh, Peetro and Grahamville, all have more pupils than the present teaching force can give justice.

The same conditions exists in Howard Academy; with an enrollment of 520 and Fessenden Academy with an enrollment of 260 and many other colored schools

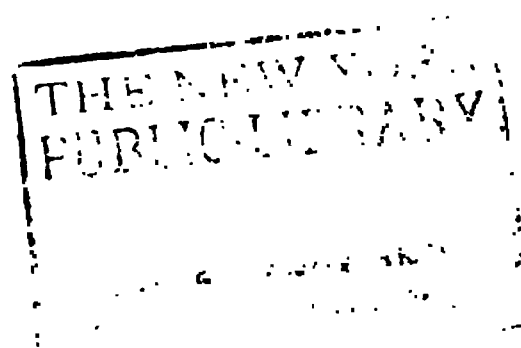
#### FINANCES.

Our finances now are in a good condition and much credit is due to the business methods by which our Board has managed them.

It has used every economy to get out of debt and at the same time has been liberal in whatever seemed absolutely pressing. Our board is composed of three members who have managed their own affairs successfully, who do



PLATE 6.—ROLLING COLLEGE, PINEHURST AND KNOWLES HALLS.



not owe a single debt in their private business and I think this greatly explains the business method with which they have managed for the schools.

We began the school term this year with a debt of only \$500, while two years ago it was \$4000.00, four years ago \$8000, and six years ago \$14,000.

#### REVENUES.

Our main need now is more revenue to lengthen the term, equip better schools and to employ better teachers. I hope the State Superintendent, every county superintendent, every school board and every patron who has a child to educate will petition the legislature to remove the maximum five mill school levy.

The tax payers of Marion county are begging for the privilege of paying more school taxes as is shown in the voluntary move and interest in creating special tax school districts. I think, too, that every pressure possible should be brought on the legislature to distribute most of the "Indian War Money" received from the general government between the public schools and the public roads.

Give each \$300,000, and proportion the school part among the counties the same as the other state school money is proportioned.

#### SPECIAL SCHOOL DISTRICTS.

We have twenty-two organized special tax school districts. Sixteen have been created within the last two years.

In the territory of the special districts there are located 25 white and 24 colored schools. It includes one-half of the territory of the county and two-thirds of the population. All of the district white schools and a number of the colored schools, with the aid of the district funds are operated from six to nine months, while the general county term is only five months.

Nearly all of the special districts, supplement the salaries, in order to secure more proficient teachers.

Respectfully,

W. D. CARN,  
Supt. Public Instruction.

## Monroe County.

The buildings are all frame; none have been erect within the last two years.

"Sears" is the largest, it has three stories, contains nine rooms, has a corps of nine teachers, and a registration of 672 pupils. The building was paid for out of "Peabody Fund." Only the primary and intermediate grades are taught, it is situated in an alley running in the middle of a square, in an unsanitary location, no standing room for the scholars, is in bad repair, and the grand jury has recommended that it be pulled down.

"Russell" is the next important; it is a plain one story structure, with four rooms, four teachers, and registration of 450 pupils; it is badly located on a poorly imperfectly drained lot in the center of a square, with very little yard room, and crowded upon three sides by small one story houses. The board have purchased a lot upon the corner of Division and White streets, where it contemplates putting up a better and larger building to take the place of Russell.

"San Carlos" is a large two story building, exclusively for Cubans. The lower two stories are used as a theatre, only the third story being used for school purposes; there are four teachers, inclusive of a music teacher, and a registration of 318.

"Douglas Negro" has a beautiful roomy yard, in a good healthy location, but the building which is a rickety one story affair of five rooms, is a miserable travesty upon architecture, not even fit for a goat shanty. There are five teachers, and a registration of 293.

"Monroe" Negro is a rented building with four teachers, four rooms, and a registration of 293.

Largo and Matecumbe which are upon outlying islands have each two one room school houses, with one teacher to two houses, each teacher teaches two schools for four months each, and combines the two in annual report, taught 160 days, many pupils attending both schools. They have a registration respectively, of 17 and 19.

### THE FINANCIAL CONDITION

Is bad, the school fund being in debt \$3,012.45. The condition of affairs, is caused by the extremely low

assessment of the property of the county, the total amount assessed for personal and real, being only \$1,713,215.00; the amount collected from the county school levy being \$8,771.58; the entire amount collected for school purposes, from all sources, being \$11,423.27, which amount is just about enough to pay the running expenses of the schools, without taking into consideration repairs, insurance, buildings, lots and numerous other expenses.

#### SCHOOL LEVY.

When the law of the State constituted the school board "bodies corporate," with all the powers belonging to such bodies, it pre-supposed an amount of intelligence, necessary to carry out such powers; the proposition for the School Board to levy the taxes needed by the county commissioners for county expenses would be just as reasonable and equally idiotic.

#### FIVE MILL TAX.

The 5-mill tax should not be repealed, for we might get something worse, but it should be so amended, that it should allow the county superintendent, with the State Superintendent, to assess 6 mills as the limit for the running expenses of the schools, and when needed, and additional 4 mills, to furnish a fund for purchasing sites and building school houses. The first requisite for having a good system of county schools, is to have good buildings, and in order to have them, we must have money; the people in order to vote money for any purpose must be cajoled.. Theoretically, they favor taxation for educational purposes, but practically, they will evade taxation for any purpose, whenever they can.

#### SPECIAL DISTRICTS

but complicate the county school systems, without adding anything to the cause of education. It is much better to have all county school matters in the hands of the board of public instruction.

#### TEACHERS.

There seems to be some little change for the better, which I attribute mainly to the teachers meetings,

which are required to be held for one hour, every Friday evening. I think that the law should be so changed, that teachers should be nominated to the board by the superintendent, and in event of any failure to appoint, the State Superintendent should decide.

#### THE EXAMINATION LAW

in my opinion, fails to meet the exigencies of the teachers requirements. I believe that all school teachers in the State, both public and private, should be required to take the uniform examinations, but, after the public school teacher has taken one examination, I think it would be well to leave the matter optional with the teacher, whether to take the examination, or the State Normal School summer course. The associations would be the best, and the teachers seeking after knowledge, could drink directly from the fountainhead.

#### STATE GRADING COMMITTEE.

In importance, the method of examination is to be placed before that of the Grading Committee. There is no doubt that amongst the examinees of every county, there are some who, if they possibly can, will resort to unfair means, to accomplish their ends; in order to prevent this they should be put on honor, and every one placed at a separate flat-top skeleton table, in a large open room, at sufficient distance from each other to prevent communication, and be always under the eyes of the Superintendent, who should never leave the room.

The Grading Committees are the juries sitting upon the qualifications of examinees, and, as they in turn, will be subject to examination by these same examinees, should they succeed in passing the examinations, they have a human inclination to do unto others as they would be done by, hence, many receive certificates, who are not entitled to them. The teachers of a county should be disqualified by law, from serving on grading committees; the papers should be sent to a central grading committee, at Tallahassee, who would know nothing whatever of any of the examinees.

### COMPULSORY EDUCATION.

A compulsory education law, is all right in theory, to be made practical and effective, there must first be a law requiring all counties to provide good and suitable school houses; there is not school room enough provided in any single county in the State, for much more than one half of the school population.

### CONCENTRATION OF SCHOOLS.

Is much better where practicable, as it would doubtless provide a better class of teachers, with better schools and facilities but the proposition to transport school children, like so many packages of merchandise, is to say the least very unwise; the forced mixed association and daily contact, which it would be impossible to avoid, should best be prevented.

### INDUSTRIAL SCHOOLS.

All public schools should be industrial, the aim of the public school is to make honest, capable, useful citizens of all of the public school children; we desire no frills and furbelows in the education of our little ones, they should be so brought up, that when brought face to face with real life, they should be thoroughly equipped, to successfully grapple with its practical conditions.

J. V. HARRIS, M. D.,  
Superintendent of Schools.

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### Nassau County.

In response to your request, I respectfully submit the following report of the school work and conditions in this county for the last two years:

### BUILDINGS.

Within the period named we have erected two small frame buildings, in rural districts, at an aggregate cost of \$348.00. We now own buildings to accommodate 3 of the 41 white, and 10 of the colored schools of the



county. Most of these buildings are in very good condition and comfortable, while others are in need of repairs, which we have decided to make as speedily as the state of finances will permit.

#### FINANCES.

Our finances are inadequate. The County Commissioners have cheerfully given us the maximum levy of five mills, but it has only been by the rigid exercise of questionable economy we have carried our work along.

#### TEACHERS.

We have experienced great difficulty in securing teachers to supply our schools. Especially was it the case the last term, when some of our rural schools could not be opened at all, and some others could only be opened a part of the term by waiting until a teacher could finish a term at one school and be appointed to another. This arrangement proves very unsatisfactory, as the date of the second appointment comes at a season when the larger pupils, who most need to attend the school, are required at home to work on the farm and are thus deprived of all its benefits.

Some of the teachers employed in this county will compare favorably with those of any other county in the State. Many others are young ladies who, by commendable perseverance, have so far mastered the studies of their district schools as to enable them to secure a second or third grade teacher's certificate, but, though ambitious and enthusiastic, having neither experience or other training in the work, are unable to render the most desirable service. The short term for which they are employed, and the small salary they receive does not afford them means, or encourage the outlay, for better preparation.

#### SCHOOL WARRANTS.

Our school warrants are kept at par. We have an arrangement with the First National Bank at Fernandina whereby our warrants are cashed upon presentation without discount, the Board paying interest on the same from the date they are cashed until paid.

## SUB-DISTRICTS.

We have but one sub-district, (the city of Fernandina) which has been in operation three years and has proven very satisfactory. Conditions at present do not favor the creation of other districts in the county. There are two schools in the Fernandina sub-district, one for whites and one for negroes. The millage voted is 2 mills. The total amount of the levy is \$1,636.99, which enables us to extend the time of these schools two months beyond the regular term.

## SCHOOL TERM.

The regular term of our schools is five months.

## STRIKE OUT THE FIVE MILL CLAUSE.

It is very evident that so long as we are confined within the present limits of our resources we can not raise our schools to that degree of efficiency demanded at the present time. The five mill clause may have served its purpose at the time of its adoption, but is wholly inadequate to our present needs.

C. A. SNOWBALL,  
County Superintendent.

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**Orange County.**

A school house has just been completed at Sanford; cost \$12,000. Also one at Clear Lake; cost \$400.

## FINANCES.

Improvement in our financial condition is evidenced by somewhat higher salaries for teachers, and large surplus funds. Warrants are paid promptly and no discount.

We are still of the opinion that the school board should have the fixing of the school levy, although our County Commissioners grant us the maximum millage, and would grant it if the maximum were eight mills, as it should be. A different set of commissioners might not do so well. Our people generally favor a higher school tax.

## SPECIAL TAX DISTRICT.

Special Tax Districts have increased four during the last two years, showing slowly increasing popularity. The amount raised during the present year will be about \$3,000.

## TEACHERS.

There has been improvement in the qualifications and work of our teaching force, brought about mainly by the efficient work at the Summer and other Training Schools.

## STATE GRADING COMMITTEE.

No change in the system is desirable unless we can be assured that the change will not be jumping out of the frying pan into the fire, which a change to a State Examining Board would be.

## COMPULSORY EDUCATION.

I do not think a compulsory educational law is practicable, especially in the sparsely settled parts of the State. It might do well in the cities and towns. Many of our people are in favor of compulsory education.

## TRANSPORTATION OF PUPILS.

We have made a small beginning this term (1902-3) and find it to work well so far.

## INDUSTRIAL INSTRUCTION.

Nine-tenths, probably, of the patrons of our schools are engaged in farming, trucking, orange growing, cattle raising and other industrial pursuits. The children will follow the occupations of their fathers. They should leave the schools with an education fitting them for their life's work. They do not get that practical education at present. It is therefore the duty of the State authorities to attend at once to a matter which will do more to promote the prosperity and happiness of our people than knowledge of any other kind—certainly much more than a knowledge of Latin, Astronomy, Psychology, et c., however important these studies may be in their places.

W. B. LYNCH,  
Supt. Orange County.

## Osceola County.

Complying with your request for a brief report respecting the school work of this county, I beg to submit the following:

### BUILDINGS.

Within the last two years we have expended about one hundred and eighty-five dollars (\$185.00) for repairs; and about one hundred and eighty dollars (\$180.00) on new buildings. But as some of these latter are still in process of erection, the afore-mentioned amount does not represent their total cost or value.

It is the purpose of our Board to build other school houses this fall.

### FINANCIAL.

Two years ago (July 1, 1900) the treasurer's report showed cash on hand, in the general school fund \$1,996.84; his report (July 1, 1902) this year shows cash on hand in the general school fund \$4,114.04.—Warrants on this fund are always paid promptly.

The treasurer's report July 1, 1900, showed cash on hand in the sub-district funds \$2.73; his report July 1, this year (1902) shows cash on hand in special tax funds \$198.98. It is but fair to state that two years ago we had but one school sub-district. This last named amount (\$198.98) represents the balance on hand in two special tax districts.—Holders of warrants on these special funds have sometimes had to wait a short while for payment of same; but warrants are always paid in full.

We have recently established two other special tax districts.

### OUR COUNTY SCHOOL LEVY.

Our Commissioners have always granted us the full five mill levy. I do not see therefore, that a mere change of authority in the matter of ordering levies would improve or alter financial conditions in this county.

### CONSTITUTIONAL LIMITATION OF COUNTY LEVY.

Any effort to extend the Constitutional maximum limit beyond five mills would meet with some opposition, in all probability; but it is reasonable to believe that a

majority of the more progressive element of the people of the county would favor fixing the Constitution maximum levy at six or seven mills, thereby securing to their children greater comfort in the way of school houses and school furniture,—to say nothing of the better grade of work that teachers would be enabled to accomplish.

#### TEACHERS.

There has been some improvement in the qualification of teachers for the last two years, but we can not claim so marked an advancement as we wish we might. Long terms, larger salaries, and better appliances, would contribute much toward removing the obstacles that now hinder the progress of teachers.

#### GRADING COMMITTEES.

The law upon this subject is, possibly, not without fault; but what alteration should be made in it I am not prepared to suggest. If, however, I were to make a suggestion at all in the matter, it would be to have a committee for each judicial circuit instead of a committee for the State at large.

#### COMPULSORY EDUCATION.

I am compelled to believe that the time has come when, for the sake of the child and the good of the country, compulsory education, within proper limitations, is desirable.

#### CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

This is a matter with which we are experimenting this term, for the first time.

#### RELATIONS BETWEEN THE TEACHING OF PUPILS AND THEIR ENVIRONMENTS.

I am emphatically of the opinion that this subject should be made a feature of the training schools for teachers, whether or not it should ever enter into the matter of examinations.

W. B. HINTON,  
Co., Supt.

## Pasco County.

The following is a brief history of the schools of Pasco county for the last two years ending June 30, 1902

### BUILDING.

The buildings are wooden structures ranging in price from fifty dollars to four thousand. In the rural districts, the material is purchased out of the special taxes and the patrons do the work free of the cost of labor. They are, as a rule, comfortable and well seated, and in the special tax districts are kept in a state of good repair. Building and repairing is paid for out of special taxes. We have one new building and two more being erected. New building two hundred dollars, repairs one hundred and fifty dollars.

### FINANCIAL.

The board is in debt. Interest is hard to pay. Indebtedness seems harder and it has been made to feel more burdensome by the defalcation of the collector who preceded the present incumbent, which of course increased the indebtedness. It was the second defalcation during my term of office. The board is not worrying over the inevitable, the increased indebtedness is not a reflection on their financial ability or prudence as ordinary business men and when the Legislature gives the board the right to assess and levy the school tax, also check up the collector and call him to an accounting, there will be that safeguard thrown around the school fund that does not exist and the children's right will be better secured. Our warrants find a ready sale at one per cent premium.

### STRIKE OUT 5-MILL LIMIT.

Let the next legislature give us a constitutional amendment striking out the 5-mill clause in the Constitution. I am sure Pasco will endorse it with a solid vote, there may be a few ignoramuses hanging on to the tail of progress, who may think that as long as ignorance is 'tis folly to be wise, and vote against the measure.

## SPECIAL TAX.

The special tax is a blessing for the children. It gives books, comfortable seats, good desks, builds school houses, tears down the old shutters, and puts in sash, chinks the cracks, lengthens the term and gives that progress in the schools that we could not have without it. There is a three mill tax, the maximum, voted in every school district in the county except two, and it will be voted in those during the year—both anxious for it. The patrons who see the benefit of it, and do not vote for it will never be awakened to a sense of their responsibility until Gabriel sounds his little horn.

## TEACHERS.

The uniform examinations are developing the teachers into spheres of larger usefulness in the school room and neighborhood in which they teach. I am in favor of the Summer Training School, it has, in this county, proved an inspiration to the teachers to put forth a greater effort to attain the required proficiency. Give them to us annually in the interest of the children as well as the teachers. The progress of the teachers of this county is highly satisfactory.

## COMPULSORY EDUCATION.

Give us money to educate the children that now attend school before we face an unwilling attendance. In fact, I do not think we need it in this county, we have about thirteen hundred children in the county (I refer to white) with over one thousand in the public schools, St. Leo College of St. Leo, well attended; Holy Name Academy San Antonio, with a fine enrollment. This leaves but a small per cent of the children out of school and the larger part of them are in thickly settled neighborhoods. There is the negro, they pay six polls out of about one thousand legally subject to the tax and the collector says they pay less than thirty dollars on real and personal property. Last year the board paid five hundred and sixty dollars to negro teachers and with the compulsory educational law we could easily increase it to fifteen hundred dollars and thereby give him a better preparation

to carry into effect and execute the crimes they find pleasure in perpetrating on their white benefactors. Let's educate the white children that will go to school, before we take up the indifferent and negroes.

#### HIGH SCHOOLS.

We have a good progressive high school with an eight months term and a corps of teachers, just up to date and striving to keep abreast with the best in the State. Of course, it is hardly necessary to mention this, as it is expected of the most backwood counties, but I want to give notice that we will soon be in a position to ask for a State school, with two scholarships from each county. I believe that is the usual order of things along the educational lines.

#### GRADING COMMITTEES.

I am afraid of a change, unless I knew how and by whom the committee would be selected. Too much favoritism might be shown and that to the injury of the cause. If the State Superintendent is to select the committee, I would say a State committee with an annual salary and to be appointed every two years.

D. O. THRASHER,  
County Superintendent.

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### Polk County.

Complying with your instructions I have the honor to submit the following observations:

#### BUILDINGS.

Since the organization of special tax districts, a new impetus has been given this interest.

As a result there have been built in the towns of Bartow Lakeland and Winter Haven, respectively, very creditable buildings at a cost of \$22,850.00. In the two first named these buildings are of brick—the one in Bartow on the lot of Summerlin Institute and designed especially for the high school department.

In the rural districts many buildings have undergone



needed repairs, and, as a class, are better than ever in the history of the county.

#### FINANCIAL.

Finding an indebtedness against the school fund of \$8,450.00, the present administration has been somewhat hindered in its efforts, however, warrants are at par and promptly paid. While this sum has been met and the term extended one month for the present year, yet provision had to be made for a deficit.

Too much stress can not be given the necessity of permitting the School Board to manage the levy for school purposes. If some would-be and false economist on the board of county commissioners was so inclined, great injury might be done the cause.

After a canvass of public sentiment, I make no hesitation in saying this county would vote for an increased levy for school purposes. Under existing conditions I feel it necessary for further progress.

#### SPECIAL TAX DISTRICTS.

These are proving a success. There are now petitions waiting the action of the board.

#### TEACHERS.

The result of our June examination evidences a very gratifying improvement in the matter of the qualification of our teachers.—Many procuring higher grade certificates and all making higher averages.

There is a manifest desire for better training as shown in the number attending training schools during summer just closing.

While we have to maintain many schools with small salaries, yet from their meager earnings they are taking advantage of every possible opportunity for improvement.

#### GRADING COMMITTEES.

I see no necessity for a change in the present system. No complaint has arisen in our county during my term of service.

**COMPULSORY EDUCATION.**

I am not prepared to recommend this. The increased enrollment in many sections and the general average, as the result of faithful effort on the part of the teachers, supervisors and school officials, demonstrates that the people may be aroused to the interest involved and send their children, even though it is at a great inconvenience in many instances.

**CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.**

This system is taking well. It has only been tried in few districts, but is meeting such favor as will warrant greater efforts in the future.

Permit me to suggest that it would be well to have a State uniform course of study for the High Schools of the counties, and diplomas issued upon examination from questions prepared by the State. Offering as an incentive to complete the course, a certificate to teach in the county to any holder of a diploma thus obtained.

**NECESSITY OF RELATING INSTRUCTION TO ENVIRONMENT.**

This is evident in many teachers. I certainly think it should be made a feature of training schools and of examinations.

Respectfully,  
S. S. NIBLACK,  
Co. Supt.

**Putnam County.**

In compliance with your request I herewith submit the following:

Five new buildings have been erected within the past two years at a cost of about \$700, much of the labor having been performed by the patrons without cost to the county.

**FINANCIAL.**

Upon taking office in January, 1901, we found a debt of about \$2,000 and at the close of the scholastic year a slight debt remained. By a careful comparison it was

seen that the school funds were being very unevenly distributed over the county, the amount spent annually, per pupil enrolled, in the white schools ranging from \$4 to \$14 and the contrast in the colored schools was almost equally as great. Our board set about evening up things a little and in so doing slightly increased the expenditures. This together with a decline in the assessed valuation of the property which cut off some of our revenues, left us at the close of the scholastic year ending June 30, 1902, with an increased debt.

#### TEACHERS.

In his last report to you my predecessor in office stated that the ability of our teachers seemed to be on the decline, that the last year of his official term he issued more third grade certificates than in any previous year. Our board, it seems to me, handled this matter wisely. They placed a limit on the amount of salary paid third grade teachers and this together with a few good teachers' institutes has brought about a change and I now feel justified in saying that Putnam county has a strong and earnest band of teachers.

#### STATE GRADING COMMITTEE.

We believe a State Grading Committee would be an improvement.

#### REMOVE FIVE-MILL LIMIT.

Our people are ready for a higher school tax and the five-mill limit should be removed.

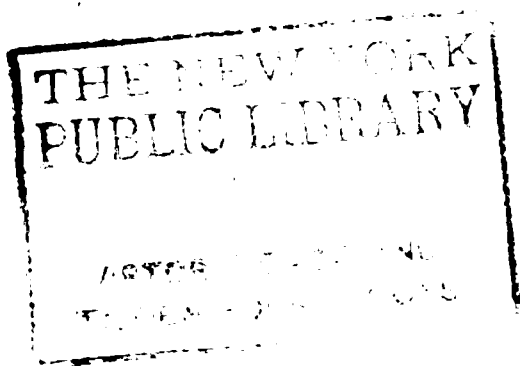
#### SUPERINTENDENT AND BOARD.

I am in favor of clothing the county superintendent with such power as will entitle him to be called superintendent or doing away with the title altogether and simply calling him secretary of the school board.

If we are to continue to have school boards, I would suggest that they meet once in two months. Unless convened in special session by the secretary of the board and that the number of members be doubled so that every part of the county may be well represented. This would



PLATE 22—ROLLINS COLLEGE. LYMAN GYMNASIUM.



add no extra cost and would enable each member to visit and study the needs of the schools within his district.

Respectfully submitted,

J. D. COTTINGHAM,  
County Superintendent.

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### St Johns County.

In compliance with your request, I herewith submit the following report of the public schools of St. Johns county for the two years ending June 30, 1902:

#### FINANCIAL.

The amount of outstanding warrants has been increasing for the past ten years at the rate of about \$1,000 annually. Our warrants are protected by arrangement with the bank. They are cashed at face value. We pay 8 per cent per annum on warrants held by the bank a year or over, and 2 per cent on these redeemed within a year. Amount of outstanding warrants June 30, 1901, was \$9,106. The board, with a determination to reduce this indebtedness, shortened the school term for 1901-1902 from seven months in the country, and eight in the city, to six in the entire county. The city schools, however, enjoyed the usual eight months term, as the result of voluntary contributions by tax payers and citizens, \$1,640 being the amount contributed. The amount of outstanding warrants on June 30, 1902 was \$7,388. Upon petition from the taxpayers, representing more than seven-eighths of the entire taxable property of the county, the board of county commissioners, at their last meeting, by unanimous vote, assumed the entire indebtedness of the school board, and to that end, ordered issuance of eight \$1,000 warrants bearing 5 per cent interest, and provided for the payment of this debt, at the rate of \$1,000 annually, by paying an extra tax of one half mill. Hence the board begins the new school year on a cash basis. This is encouraging, but would be much more so were it not for the knowledge of the fact that, under the most economical system, with poorly paid teachers, and unpainted school houses, the annual cost of operating

schools is \$16,000, while the total revenue for school purposes is but \$15,000. At their regular meeting in March last, the board of county commissioners were petitioned by the board of public instruction, to assume the payment of the Treasurer's commissions for handling school funds, this was very readily agreed to, thereby saving to the school fund about \$300 annually. This, and other similar acts on the part of the board of county commissioners, is conclusive evidence that the two boards are as they should be, upon educational matters.

In the interest of education of the State, I think the board of public instruction should have the power to fix the levy for school purposes.

#### SPECIAL TAX DISTRICTS.

I think the special tax district system good to bridge over until that five mill educational obstruction can be eliminated from the constitution. I do not think it gives satisfactory permanent relief to any county as a school district. It provides means of relief to certain sections in each county, more in some than in others, but not sufficiently general to carry out the true principles of the public school system.

#### TEACHERS.

Since the introduction of the State uniform examination, there has been a marked improvement in the qualification of teachers, and consequently improvement in our schools. This is the result of preparation for examination, which is also preparation for teaching. County teachers' Institutes, when conducted by skilled instructors, and, attendance of resident teachers made a prerequisite to teaching, have done much to advance the proficiency of teachers. State Normals, Summer Training Schools, and Teachers' Associations, will also contribute their proportionate share in elevating the standard of teachers, and schools, when there is sufficient fund provided for teachers salaries to warrant the enactment of a law making teachers attendance upon these institutions a prerequisite to examinations. Until this is done, in my judgment, the general good derived will continue to be incommensurate with the cost.

## GRADING COMMITTEES.

In my opinion, no change is necessary in the present system. I am opposed to a State examining board.

## COMPULSORY EDUCATION.

I am in favor of a law requiring children between the ages of eight and fourteen years to attend, private or public school, at least four months in each year, provided, a school is operated within easy access, say two miles, with good roads. There are other conditions, local in nature, which should be left discretionary with the county superintendent.

## CONCENTRATION OF SCHOOLS.

I believe there is economy, and educational advantages, in concentration of schools. I think the people of my county are undecided upon this question, but are willing to try it. We have not succeeded in bringing together more than two schools, and they so small that one teacher was sufficient, so the principal advantages, viz: the division of classes, and longer recitation periods, were not felt. In two instances, we have transported pupils four miles, in order to avoid the necessity of establishing additional schools. I hope to see, in the near future, great improvement in our rural schools under this system.

## NEW BUILDINGS.

Within the past two years the board has built four school houses, at an aggregate cost of \$2,000, of which, patrons contributed about 50 per cent. School buildings in rural districts, cost from \$100 to \$1,200. All are comfortably heated, and nearly all are supplied with patent desks. Two new schools have been established.

W. S. M. PINKHAM,  
County Superintendent.

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Santa Rosa County.

In compliance with your request I submit the following for your biennial report for 1901-2:



## BUILDINGS.

Since last report five new buildings have been erected, repairs made and desks supplied to others when necessary.

All school houses owned and erected by Board of Public Instruction are substantial frame structures, seated with modern patent desks, and for most part well supplied with black-boards.

## FINANCES.

The financial condition of School Fund is good—(see Annual Report 1901-2). Warrants are at all times worth face value. When funds from State or county are not on hand, money is borrowed to meet each issue of warrants.

While the financial condition of the county school Fund is good, not overdrawn, the fund is inadequate to meet the demands and needs of longer terms, better teachers, more school buildings, furniture, appliances, maps, libraries etc. The Constitutional limit of five mil should be removed, (but a limit should be fixed) and allow each county through its County School Board to fix the county levy for school purposes. I believe many people would favor more tax for schools. Some clamor for it, and others are voting for Special Tax Districts. There are demands for "a longer term," "a better teacher," "a better house," "a new house," "some patent desks," "some more seats," "a school library," "a big dictionary for our school" made almost every day at this office.

## COUNTY HIGH SCHOOL.

I hope that the next Legislature will enact a law creating a County High School, and where necessary provide in part at least for its maintenance, in every county in the State,—create a uniform course of study. In my humble opinion Florida needs a thorough good high school in every county which should be a stepping stone from the district school to the university,—which should take the place of all our little sectional schools, too largely dominated by local influences.

## SPECIAL TAX DISTRICTS

**have** not been tried, are just organized, hence no particular report can be made at this time.

## TEACHERS.

**There** is continued improvement in our teaching force. **As** stated previously, the examination law, the Normal school, summer schools, State and county associations, **and** prompt payments are all factors in this progress.

## GRADING COMMITTEES.

**I think** do their work fairly well and honestly. Some local (county) influences could be removed by abolishing a committee for each county, and creating one for the entire State, or divide the State into districts, corresponding to our judicial circuits, and have a grading committee for each district. We have competent teachers to do the work of grading.

## COMPULSORY EDUCATION.

A law of compulsory attendance in schools is needed. **We** have to some extent solved the problem of attendance by making the school and its environments attractive. Most children, especially those in rural districts, like to go to school, and with something to stimulate parents practically all of our youth would attend school.

Exempt those mentally and physically feeble those under eight and over sixteen years of age; children of invalid parents dependent upon their children for support. I believe that a large majority of the progressive element of my people favor compulsory attendance on schools, either public or private.

Thanking you for valuable assistance and suggestions and wishing that our labors and efforts may result in much good for the cause for which we labor, I remain,

Yours very respectfully,

E. L. McDANIEL.

## **Santer County.**

I herewith submit my bi-ennial report for the past two years.

### **BUILDINGS.**

In the past two years we have built three new school houses at a cost of about \$100 each. The board furnishing the material, and patrons doing the work. The board purchased a store building at a cost of \$300 and will convert this into a school house for Center Hill.

The board has done but little repairing on account of being short of funds.

### **FINANCIAL.**

Our warrants are as good as gold, for the past year we have been in funds and have not been forced to pay the bank (with which we have an agreement to pay all school warrants should we be out of funds) one cent of interest. We have gradually grown stronger financially.

### **SCHOOL LEVY.**

Our commissioners have come to our wants cheerfully and levied a five mill tax. We want no change on this line.

### **SPECIAL TAX DISTRICT.**

We have established two subschool districts. I cannot say how they will work as yet.

### **TEACHERS.**

I see a marked improvement in the qualification and character of the teaching force of our county. Sometimes we find material that dont work very well and we make some place of exit.

### **COMPULSORY EDUCATION.**

We need such a law. This would have to be brought about gradually.

## CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

The board discussed this and at one time was on the verge of concentrating about a half dozen schools and carrying the pupils, but I believe the matter will not be carried out for the present, at least.

## TEACHERS.

We usually have nearly enough of white teachers to supply our schools, but the negroes get 10 months work in the year.

Teachers' salaries range from \$25.00 to \$50.00, based as nearly as possible on the following points:

1. Grade.
2. Size of school.
3. The teaching force or power of the teacher.

## COUNTY INSTITUTES.

We hold regular county institutes. These institutes are fairly well attended, and good work is being done along these lines.

## HIGH SCHOOL.

The Board has established a high school at Webster to cost about \$1,200 or \$1,500. The building is now in course of construction, and we hope to be able to open by October.

J. A. JONES,  
County Superintendent.

## Suwannee County.

DEAR SIR—In compliance with your request for a general report of the school work, conditions, etc., I have the honor of submitting the following:

## BUILDINGS.

We have built seven new school houses within the past two years, six of them were ceiled, two painted, two furnished with patent desks, two with hyloplate blackboards.

and heaters have been furnished in all winter schools. We have two other houses under course of construction. An addition was built to Suwannee High School of two large rooms costing \$1,000 and \$700 respectively, which amounts were raised by subscription from the people of the town.

Our board requires a warranty deed to all new school sites and great care is taken in locating them. All deeds are promptly recorded before any work is begun on the new houses. We are using brick piers under each house and putting in a good flue when the house is built. First class lumber is used and an experienced carpenter is employed to do the work. We have only one log school house in the county.

#### **FINANCIAL.**

The financial condition is very good. We have made an arrangement with the bank to cash all warrants at par, and the board allows seven per cent. per annum for the length of time the bank holds the warrants. The County Treasurer is requested to take them up as soon as he receives funds to do so. By close economy we manage to run our schools and cash all warrants by close of the scholarship year, and have a small balance to carry over.

The constitutional five mill limit should be removed, and the Board of Public Instruction given the right to fix the levy for each successive year.. The law should fix the minimum at five mills and the maximum ten. We have no trouble with County Commissioners in making the levy, but why such distrust is shown, by not allowing the school board to manage its own affairs, I am at a loss to see.

While we can by close economy manage to run our schools in some kind of way, we are forced to say, that the time is now upon us, when we must have more money, for modern buildings and experienced, progressive teachers are greatly in demand. If Suwannee county has not the money to build such houses as are in keeping with the times, and to employ such talent as is needed, other counties which are more fortunate than ours will take the lead. This our representatives and senator will not allow if it is in their power to prevent.

Our progressive people are ready to pay twice their present amount of school taxes, and will hail with delight a change in the law.

#### SPECIAL TAX DISTRICTS.

We have been operating four special tax districts, which are very popular in the territory where established. The amount raised in them for the past two years is \$3,489.36. This year four new ones have been established and a three mill levy has been recommended from each of the new districts. I think about two more will be created in a very short time. Our people as a whole like the special tax district plan, as this seems at present the only way to increase their school tax. There is some opposition to paying the County Treasurer a commission for handling these funds.

#### TEACHERS.

We are very much indebted to our teachers for the increased interest in school affairs. We feel proud of all of our teachers and feel that our efforts would be in vain if it were not that we have such a noble corps of teachers who are always willing and ready to obey any reasonable demand made by the School Board and Superintendent. All of our local boards of Special Tax District Trustees are in perfect harmony with the Board of Public Instruction and Superintendent.

Some of our teachers attend Summer Normals each year. The most of our white teachers hold first grade certificates, while the most of the colored hold second grade. Some of our teachers subscribe for educational journals and do quite a good deal of reading.

#### SALARIES.

The salaries of teachers are based upon grade of certificate and experience.

#### EXAMINATION LAW.

The present system is very good and works admirably in my county. No change is desired. We are opposed

to a State Grading Committee. If evils exist, let them be corrected at home. To favor a State Grading Committee is to say that we are unable to manage successfully our own affairs, which is not the case. The law is good and strong enough if those vested with authority will do their duty. And if they will not, then they should be removed from office.

#### COMPULSORY EDUCATION.

The people of this county favor a reasonable compulsory education law, and many of them think they should be compelled to send their children at least 60 days each year, unless providentially hindered by sickness. This would be a good law, I believe.

#### CONCENTRATION OF SCHOOLS.

We have consolidated six small schools, making three better ones. When we first began the work many of our people opposed the plan, and some do yet where the consolidation has been effected. But a majority favor consolidation, since it has been done. We always give them a better school building, patent desks, Hyloplate blackboards, and arrange the seats to suit size of pupils. Our aim is not more schools, but better ones. In those three instances where we have consolidated you could not get the people to change back to the old way without much trouble. We are not ready for the transportation of pupils yet.

#### INDUSTRIAL EDUCATION.

Pupils should be taught the necessity of a thorough knowledge of agriculture. There should be a prescribed practical course taught in each of the Summer Normal Schools. After which teachers should be required to pass an examination on this subject. Drawing should be made compulsory in all of our schools.

#### MEMBERS OF SCHOOL BOARDS.

All members of school boards should be elected for a term of four years instead of two.

## SUPERINTENDENTS.

County Superintendents should be given more power. As it is, he is only the servant of the board. And in many instances of a board that does not know his real value to the schools of his county. His salary should be fixed by the State Superintendent for he is in a better position to know his worth and the ability of his county to pay him a reasonable salary for his services.

J. E. WOOD,  
County Superintendent.

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**Taylor County.**

In accordance with your request, I herewith transmit to you a report of the progress and condition of the schools of this county for the past two years.

## BUILDINGS.

During the time above mentioned there have been erected three new buildings only. For buildings and repairs there has been about \$500.00 expended. They are very good cheap buildings.

## FINANCIAL CONDITION.

There is now outstanding \$776.98; two years ago there was \$755.70, outstanding.

The Board made arrangements to have all warrants cashed at par. While the property of the county has increased in value, the teachers have been paid better salaries, and more schools have been taught.

In my opinion, the School Board has the right to say what the levy for school purposes should be; yet it would be better if the law was more explicit. Therefore, I think that a change is necessary.

I think the maximum limit is too low for school levy; that it would be better for the advancement of education to have the maximum greater, but cannot say that the majority of the people would favor it.

## SPECIAL TAX DISTRICT.

We have no special tax districts in our county; yet I



I believe I favor them unless the five mill limit were removed.

#### TEACHERS.

The teachers, I am glad to say, are improving in power and influence.

The present examination law is very good to determine the scholarship of the teacher, which is very important of course.

State Normals and summer schools have not been of much benefit to our teachers, as the opportunities to attend has been the most of the time unfavorable.

The State and County Associations have done more for the improvement of the teachers than any thing else.

#### GRADING COMMITTEE.

I think that a State Examining Board would be more satisfactory. I believe the majority of the people favor a change to that effect.

#### COMPULSORY EDUCATION.

A law of this kind would be a great benefit to the children, as there are so many parents too illiterate to see the importance of sending their children to school. I do not see that any limitations could be made, without rendering the law ineffectual somewhat, except for providential causes.

The majority of the people, I believe, at this time would oppose such a law; yet there are a great many who favor it.

#### CONCENTRATION OF SCHOOLS.

There has been nothing done in this county in the way of concentration of schools and transportation of pupils; yet I approve of it to some extent. Under the existing state of affairs the attendance at each school is small. Larger schools would be more interesting to teachers and pupils. As to the expense, I believe it would cost more than to have schools convenient to all pupils. The people here want schools as near as possible to their homes.

I think there should be a closer relationship between the literary training of pupils and their agricultural, and

ther environments. Therefore, it would be well if the teachers were trained on this line, and later, for it to be made a part of the regular examinations.

Yours very truly,

W. A. HENDRY,  
County Superintendent.

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### Volusia County.

In accordance with your request the following reports respectfully submitted:

#### FINANCIAL.

In December, 1900, our predecessors were compelled to borrow money for the payment of teachers' salaries. In January, 1901, when the present Board came into office, old warrants unpaid to the amount of about \$2,000.00, and an empty treasury faced them. However, by wise and judicious management only \$833.00, old warrants, are now outstanding; \$33.00 of this amount will be paid at our next meeting.

The balance in treasury at our last meeting, August 5th, was \$5,353.35 in the general fund, and about \$2,100.00 to the credit of the various Special Tax Districts. All warrants are paid in cash. The above result has been accomplished without lowering salaries of teachers or shortening the terms of schools to a material extent.

Our aim and desire is not to lay up a large balance in the treasury if we could, but to place the county school finances on a firm basis, where we will not be compelled each year to borrow funds to meet current expenses.

#### CONSTITUTIONAL LIMIT OF FIVE MILLS.

It is needless for me to say that the progressive element of our county favor its abolishment. It is absolutely necessary if we make real progress that more money be placed at the School Board's disposal. The Special Tax School District has partially filled the breach. Our County Commissioners have without personal solicitation made the five mill levy.

### SPECIAL TAX DISTRICTS.

At this time we have twenty Special Tax Districts. The tax thereby collected increases the school revenue about \$7,000.00. The trustees of these districts virtually make the assignments of teachers for their respective schools as in every instance the past year our board ratified their recommendations.

These districts are popular with us, and since the adoption of the first district some years ago, only one has ever failed to vote the levy at a subsequent election. In fact we now have them in every district of the county where it is practicable.

### BUILDINGS.

Only a few new buildings have been erected within the past year, principally in the country districts.

In the year 1900 two commodious buildings were begun at Seabreeze and New Smyrna, at an expense of about \$6,000.00. The larger portion of this amount has been paid by us.

In general our buildings are in good repair and a credit to our county.

Improvements on the DeLand public school building are now going on, a new furnace being placed at this time.

### GRADING COMMITTEES AND TEACHERS EXAMINATION.

I can only speak for Volusia. We are satisfied with the present plan. During my two years service not a single complaint nor a breath of suspicion as to unfairness on the part of grading committees has reached me.

The committee begins work the Monday following examination week after the examinees have returned to their homes. They work in a place not frequented by the public. Even after they report to the board the names of the committee are not published.

An examination law which would permit an individual examination of the applicant in methods, etc., would be desirable. Aside from that, with the present law we are content.

**TEACHERS AND SALARIES.**

Our teachers have continued to improve in knowledge and teaching ability. As an evidence of their advance in text-book knowledge, there are among the white teachers but five holding third grade certificates. Two of this number will take the September examination, endeavoring to raise the grade of their certificates.

In our city schools all teachers are required to hold first grade certificates and have to be teachers of experience.

The attendance at the Stetson Normal has been very gratifying. Salaries are based upon grade of certificate, experience and efficiency in teaching.

It is our plan to pay the teacher, not the school.

**COMPULSORY EDUCATION.**

Inasmuch as the loyal American citizen regards it as his duty that the youth of the land be educated, I favor a compulsory educational law, hedged about with limitations suitable to our people. By this I do not mean a law necessarily agreeable to all the public, but one wisely and prudently framed to meet the requirements and demands of our State. The limit of this summary forbids a discussion of these limitations.

Very respectfully,

BERT FISH,  
Superintendent.

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**Wakulla County.**

I herewith transmit to you condition of schools, and the progress of school work in my county for the past two years.

**BUILDINGS.**

There are twenty white schools and ten negro schools operated in the county. All of those, except three, are substantial, one-room framed buildings, except the Crawfordville Graded School, which has three rooms furnished with patent desks and some appliances.

## FINANCIAL.

Our deficit is not as large as it was two years ago; we have but a small amount of outstanding warrants, and our appropriations for all purposes, does not exceed the levy and the appropriations of the State. Warrants, at times are not paid promptly as collections are often behind and some teachers sell at from five to ten per cent. discount. Since receiving your circular of instruction I have been in nearly every school district, and talked with the best. I find the people in favor of more school money, and the School Board making the levy.

## SPECIAL TAX DISTRICT.

Have never been tried in this county. I am trying to educate the people up to its adoption. The objections are that it seems too complicated and is of local nature. For instance, in some districts the negro element predominates to a certain extent. One district in point, there are three white families with five children of school age while there are 77 negro children, these three white patrons pay four-fifths of the taxes of that district. The people prefer a larger levy and leave it with the School Board and superintendent to disburse.

## TEACHERS.

The qualifications of the teachers, those belonging to the county, are improving. The Uniform Examinations are doing the work, compelling teachers to attend Normal and Summer Training Schools.

## GRADING COMMITTEES.

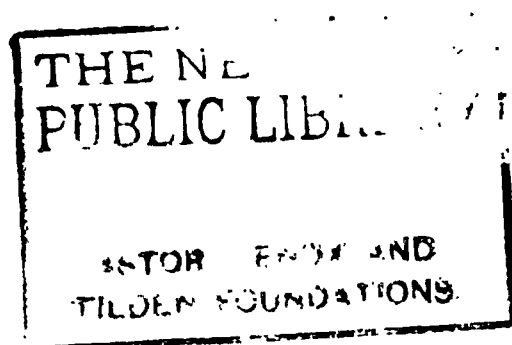
I find no objection to the Grading Committee system, in my judgement, it is by far the best when properly conducted.

## COMPULSORY EDUCATION.

It is asserted by good authority that there is as many illiterate men in the South today as there was fifty-two years ago. This speaks for itself, a law compelling parents to send their children to school is an absolute necessity; strange to say, every man whom I talked to on this



PLATE 3—JNO. B. STETSON UNIVERSITY, AUDITORIUM.



subject was in favor of a law of this sort. Some of them whose children were running at large, in idleness with a school in less than one mile from his door. I would suggest that in rural districts that parents be required by law to send their children 75 per cent. of the term when taught from July 1st, to Jan. 1st, and at least 30 per cent. of the term when taught from January to July.

#### CONCENTRATION OF SCHOOLS.

This is the effort of my life, but the cry is for a "school of our own" the Board of Public Instruction is disposed to grant them, and it threatens to wreck the school interests of the county.

Is there evidence of the need of closer relations between the teachers of pupils and their agricultural and other environments. Decidedly yes, every graded school should be equipped for this purpose.

Respectfully yours,

A. K. CAUSSEAUX,  
Superintendent.

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### Walton County.

#### BUILDINGS.

The only thing to be said of the school buildings of this county is that, as in a great many other counties, there is room for improvement. During the past year few buildings have been erected. Such as have been built, however, show a tendency upon the part of the people to get something more comfortable for their schools than they have had heretofore.

#### FINANCIAL.

Warrants issued by the Board of Public Instruction during the past year have not, owing to lack of available funds, always been paid promptly, but, so far as I am aware, none have been unpaid longer than three or four months. Teachers desiring to do so have been able to borrow money upon their warrants by depositing them with the lender as collateral security and paying 1 per



cent per month on the amount borrowed from the date of the loan to the date of payment of the warrants. At the end of the school year of 1901-02, owing to the payment of taxes earlier than heretofore, the school fund showed a cash balance sufficient to meet all outstanding indebtedness and to start us into the new year with a net balance of nearly \$900. It is hoped that during the coming school year the Board of Public Instruction will assume the responsibility of borrowing such a sum of money as will enable the treasurer promptly to pay all warrants upon presentation. If the Board would borrow such an amount, it could easily be repaid by the middle of June, because our receipts during the months of April, May and June are usually amply sufficient to liquidate all indebtedness previously contracted during the year. The advantage of borrowing lies in the fact that if all warrants were promptly cashed some good teachers would remain with us who now go to other counties for employment.

#### COUNTY LEVY.

The Boards of County Commissioners ought not to have the right to question the propriety of, or necessity for, and school levy. They ought to be required to levy such amounts for school purposes, within constitutional limits, as the Boards of Public Instruction may recommend, and this requirement should be made certain by statute so as to obviate all question on the matter. The recent ruling of Judge Reeves in this Circuit, so far as I am informed, only went to the extent of holding that in mandamus proceedings Commissioners will be compelled to levy to the extent of the request of a Board of Public Instruction when it is shown that the amount to be raised is *necessary* to meet outstanding indebtedness, or such as may be incurred for the legitimate expenses of schools and administration during the year for which the levy is requested. It seems that, both boards being elective and equally responsible to their constituents, the Boards of County Commissioners should not have the right, under pretense of a tender regard for the people of the county and doubt of the rights of the Boards of Public Instruction, to put any Board of Public Instruc

tion to the expense and annoyance of a suit in order to secure the funds actually necessary for the proper conduct of their department of the county affairs. The exercise, by a Board of County Commissioners hostile to public schools, of the right of questioning the propriety of a levy requested by a Board of Public Instruction can occasion no little annoyance and some detriment to the school system of a county. In this connection, lest I be misunderstood, it may be well to observe that the County Commissioners of Walton County are gradually realizing that funds are necessary for the schools of the county and for the year just closed gave us a levy of four and one-half mills, which is also the levy for the present year. It is hoped that, in the exercise of their discretion, they will reach the maximum of five mills when the time comes for another levy.

To a teacher or school officer it is apparent that our public school system will fail of attaining its maximum capacity for effective work so long as the present constitutional limit of five mills tax for school purposes remains unchanged. The funds available from the maximum levy are, in a great many of the smaller counties, grossly inadequate to supply the needs of the schools. Our months school term is sufficient only to whet our desires for more when we realize how much better work could be done if we had terms twice as long. The present poorly paid system of the small counties, with its short term of school, is productive of many itinerant pedagogues, but makes us few real, live, enthusiastic professional teachers; the latter are what we need and we can have them only when we have money and length of school terms sufficient to make it worth while for live, energetic young men and women to become professionals. The only feasible plans to secure the necessary funds seem to be either to make such a radical change in laws regulating taxation as will place all property upon the tax books at something like its true value, or so to amend the constitution of the State as to require such a rate of taxation as will guarantee to every county a minimum of eight months schooling per year. The fact that a few more negroes will get a little more free education by such an amendment possesses no terrors for me at all. The only reason why an amendment to the constitution along

the lines above indicated has not long ago been referred to the people for their ratification or rejection seems to be that individual legislators have been fearful that the people would ratify it.

#### SPECIAL TAX DISTRICT.

There is only one sub-district in Walton County and it has been rendered possible only by the public spirit of the business men of DeFuniak Springs, upon whom its burdens fall most heavily. It has, however, been such a marked success that its beneficiaries could hardly be persuaded to give it up. The more general adoption of sub-districts is prevented, in my judgment, by the fact that in each community where they would be practicable the increased burden of taxation would fall so heavily upon one or two property holders that their faces are set against the innovation; and those persons who are dependent upon them for employment do not care to assume the responsibility of agitating a question which their employers regard with disfavor.

#### TEACHERS.

Both the character and the qualifications of the teachers of the county show improvement within the past few years. This is chiefly attributable to the higher requirements of the present examination law, to a more general public interest in public schools and consequent desire for wider diffusion of learning, and to the fact that lately there have been better opportunities in the State than formerly for the training of teachers. In this particular section, of course, the State Normal School has not failed to have its beneficial effect. It is only a question of a little while before its influence will become much more apparent even than it is now.

#### STATE GRADING COMMITTEE.

The present system of grading examination papers has apparently been satisfactory here. A State Grading Committee or committees by Judicial Circuits might, and I believe would, have the effect of making results much more uniform and might for that reason be desira-

le. That results are not now regarded as uniform is apparent from the fact that a Superintendent or Board, before employing a teacher, inquires from what county his certificate issued and frequently makes discrimination between teachers from different counties solely on the reputations of such counties for lax or strict grading.

#### COMPULSORY EDUCATION.

The question whether a compulsory education law is needed is hardly necessary. Almost every official will answer in the affirmative. It may be needed, but, in many counties such a law would be impracticable unless accompanied by a mandatory provision for free text-books. To compel some of the people of this county to send to school, without providing them with text-books, would inflict almost as great a hardship on them as was inflicted upon the ancient Hebrews by the decree, "Ye shall no more give the people straw to make brick." Yet, if text-books were free, I believe the people of Waln county would favor a compulsory law with the age and period of enforced attendance not so high as to deprive them of the necessary help of children old enough for effective farm work.

#### CONSOLIDATION OF SCHOOLS.

Very little has been done in this county toward the consolidation of schools, and the transportation of pupils an experiment yet to be tried. Two or three schools in the county have recently been consolidated with very little friction. The result of course has been larger schools and better work. More general consolidation at present not advisable on account of the fact that the dissatisfaction it would occasion would apparently outweigh the benefits to accrue from it. There are, however, a few schools in the county that will, if present indications are to be trusted, soon be consolidated not only with the consent, but at the request of the patrons. This adds to the hope that in the course of a year or two the desire for larger and better schools will become so great as to cause a more general consolidation.

Respectfully submitted,

WM. H. WATSON,  
Co. Sup't. Pub. Inst.

## Washington County.

DEAR SIR:—In compliance with your request, I herewith submit the following report:

### BUILDINGS.

For several years our School Board has not paid out any money for new buildings only as the patrons of schools would agree to have the amount so expended deducted from the regular amount appropriated to such school for teacher's salary. There is urgent need of a building fund to draw upon for necessary repairs and also for new buildings in a few localities. We have about twenty very good frame houses, some of them in fairly good repair; also a good many not worthy to be called school houses. At Point Washington a two-story house has been erected by the citizens of the place at a cost of about \$1,000. The town of Chipley is now erecting a neat brick building to cost \$5,000. Millville, one of our new special tax districts, expects to build a new house this year to cost not less than \$1,000.

### FINANCIAL.

I am glad to report that our financial condition is very much better than at any time for several years. On the 1st of July, 1900, a deficit was carried over. July 1st 1901, found us with a cash balance of \$1,261.65 and on the 1st of July, 1902, we had a net cash balance of \$2,286.51. This good showing is not the result of any increase in the county school levy, the county commissioners having lowered the levy in 1901 giving us only four mills. On the other hand, tax valuations were increased, and this, coupled with reasonable economy on the part of the School Board has wrought the change for the better. Our warrants were not paid promptly during all the year as funds were short during the time from November to March, and our teachers had to suffer a discount of 5 per cent. This is not dealing justly with the teachers. I think it is the duty of the Board to borrow money to fill in this gap and keep warrants at par. The commissioners have given us the full five mills this year and prospects look brighter for the future. The County

Commissioners should have no right to change the levy asked by the School Board. The Constitutional five mill limit should be removed. The majority of our people favor more school tax.

#### SPECIAL TAX DISTRICTS.

Special tax districts are popular and are becoming more so as people become better acquainted with them. We have had one in successful operation for five years. It is the only school in the county that has been able to maintain six months of school each year. Four new districts were established last year, and two other applications are on file.

#### TEACHERS.

Our corps of teachers is very small. Less than one-third as many teachers as schools. The county is suffering greatly from the lack of a good High School, and proper facilities for educating and keeping a supply of home teachers. The Uniform Examination Law has cut off some of the incompetent ones, and lack of funds and warrants at a discount have driven many who were qualified into other employment. Those remaining in the work are progressive and realize that their motto must be "Onward and Upward" if they would keep abreast of the times.

#### GRADING COMMITTEES.

In order to secure absolute uniformity of grading and avoid the numerous irregularities charged to the present system, I believe a State Grading Committee is desirable, but I do not favor a State Examining Board. Let the examining be done by the county superintendent as at present. If the County Superintendent be a man of worth as he should be, as much fraud could be practiced under a State Examiner as under a County Superintendent, and I do not see any use in paying a State Examiner a snug little sum for coming into each county and doing what the County Superintendent would do just as well for nothing.

#### COMPULSORY EDUCATION.

A compulsory law, limited to apply to pupils between

the ages of eight and sixteen years would work well in this county, provided the law made it mandatory on the part of the school Board to furnish free text books to all indigent pupils. I believe a majority of our people would favor such a law, and I believe many would pay the school tax more willingly if such a law were in force.

#### CONCENTRATION OF SCHOOLS.

This has not been attempted only in localities where the three mile limit was being violated. The sentiment, better schools and fewer schools, is growing stronger, but in order not to stir up too much strife it is necessary to proceed in this direction with a great deal of caution.

#### TRANSPORTATION OF PUPILS.

Such a thing has never been tried in Washington county. It might work well in certain localities but I am inclined to doubt the feasibility of it at present.

#### INDUSTRIAL INSTRUCTION.

There is evidence of the need of closer relation between the teaching of pupils and their agricultural and other environment. All teaching should be as practical as possible; and the pupil should be able to deal the more intelligently with the practical problems of life for the time he has spent in the public schools. I do not, however, think it wise to add anything to the present requirements for third grade teacher's certificates.

Thanking you for the many courtesies shown me during the short time that I have been in the charge of the work in this county,

I am, yours truly,

L. L. PRATT,  
County Superintendent.

## CHAPTER XI.

# STATE CONVENTION COUNTY SUPERINTENDENTS.

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Following the precedent so profitably established in former reports, there is presented in this Chapter the utterances of the various Superintendents at the convention held at Green Cove Springs February 11-13, 1902.

The preceding chapter and this one together may well be considered as the voice of the majority of the people of Florida, from the mouths of those whom they have chosen as their official spokesmen in matters educational.

The decision of any individual should be considered with reference to the "personal equation," and his prejudice or idiosyncracies may be such as to warp his judgment, but when the people have selected representatives for their peculiar fitness for a certain work, when these men have devoted themselves for from four to sixteen years to solving the peculiar problems entrusted to them and speak not from theory, but from the actual fitting of conditions into environment, and then when such men shall speak with any degree of unanimity upon a particular point, he who presumes to set aside their judgment for his own is a remarkable man, either in discernment and judgment or in overweening confidence.

These utterances were made by these experienced gentlemen after careful consideration of the several topics assigned, and with the full understanding that they were being put upon permanent record.

Because of the immense practical value of the utterances of these gentlemen, it is with pleasure that I give space to them in this Report and direct the attention of members of the Legislature and all interested in the development of our public schools thereto.

Especial attention is called to the final recommendations made by vote of the body at the close of its session.

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The following program was prepared and distributed some weeks in advance:

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**PROGRAM STATE CONVENTION OF COUNTY SUPERINTENDENTS AND OTHER SCHOOL OFFICERS.**

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**Green Cove Springs, Feb. 11-13, 1902.**

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*All addresses on lettered subjects must be written, not to exceed 1,000 words, and are to be handed to Secretary of the Convention immediately after delivery for publication.*

**TUESDAY, FEBRUARY 11.**

**INVOCATION.**

Address of Welcome .....  
 Response ..... Supt. W. H. Watson  
 Election of Secretary and appointment of Committee

**1—School Revenues:**

- (a) How can funds be secured adequate for the better development of the public schools.....  
 ..... Supt. W. M. Holloway
  - (b) The advisability of a \$2 poll tax.....  
 ..... Supt. J. A. Hughes
  - (c) How to secure the better collection of poll tax  
 ..... Supt. S. S. Niblack
  - (d) The legal right of School Boards to determine the County School Levy..... Supt. W. A. McFarland
- Discussion opened by..... Supt. W. D. Coker  
 Continued by ..... Volunteers

**2:30 P. M.**

**3—Compulsory Education:**

- (a) The extent and success of its adoption.....  
 ..... Supt. G. P. Gleason

- (b) Necessity for such law in this State.....  
 .....Supt. Jas. Layne
- (c) What limitations should be incorporated into  
 such a law?.....Supt. W. H. Martin
- Discussion opened by .....Supt. W. S. M. Pinkham
- Continued by .....Volunteers

#### -County High Schools:

- (a) Reasons for making at least one with an eight  
 months term mandatory in every county.....  
 .....Supt. A. M. C. Russell
- (b) Should there be a standard course of study for  
 the High Schools of the State?.....  
 .....Supt. W. B. Hinton
- (c) Should State Appropriation be made for the en-  
 couragement of the establishment of High  
 Schools and maintenance of their standards?  
 .....Supt. J. H. Reid
- Discussion opened by .....Supt. J. F. Shands
- Continued by .....Volunteers

8:30 P. M.

Dress—

(20 minutes.) The Ideal Functions of the Ideal  
 County Superintendent.....Supt. J. E. Wood

Dress—

Introduction of Instruction in the Elements of  
 Agriculture and the Industries into the Public  
 Schools....Dr. H. E. Stockbridge, State Agricul-  
 tural College.

WEDNESDAY, FEBRUARY 12, 9:00 A. M.

INVOCATION.

#### -Rural Schools:

- (a) History and development of the system of con-  
 solidation of rural schools and transportation of  
 pupils .....Supt. J. O. Compton
- (b) Can longer terms and better attendance be se-  
 cured by this means.....Supt. E. L. McDaniel

- (c) What bearing has this system upon the rural school problems of tardiness, irregularity in attendance, and securing educational advantages for isolated families?.....Supt. N. B. Cook
- (d) The financial phase of the system of consolidation and transportation of pupils.....Supt. Geo. P. Glenn
- Discussion opened by .....Supt. S. Phillips
- Continued by .....Volunteers

### 5—Special Tax Districts:

- (a) What changes in the law are desirable?.....Supt. B. C. Graham
- (b) On what basis should the funds be apportioned among the schools of a district, and to what extent should the County Boards direct the expenditure?.....Supt. T. D. Gunter
- (c) What objections are usually urged against the creation of districts and how best overcome?.....Supt. L. L. Pratt
- Discussion opened by.....Supt. Bert Fish
- Continued by .....Volunteers

2:30 P. M.

### 6—Teachers' Summer Schools:

- (a) Should the expenditure for these schools be centralized upon one or two strong schools, or still further distributed among the counties?.....Supt. S. Phillips
- (b) How can they be conducted more profitably than they have been?.....Supt. W. A. McRae
- (c) What new features should be introduced and what improvements should be made in their conduct?.....Supt. R. L. Turner
- Discussion opened by.....Supt. Ellis Geiger
- Continued by .....Volunteers

### 7—Aged Teachers' Certificates and Temporary Certificates:

- (a) What facts suggest the propriety of abolishing the provision for special examinations and temporary certificates?.....Supt. C. A. Snowball

(b) Should the law providing for aged teachers' certificates be repealed?...Supt. D. O. Thrasher  
 Discussion opened by.....Supt. W. H. Watson  
 Continued by .....Volunteers

5:00 P. M.

Informal Reception at W. I. A. Library:

7:30 P. M.

Kindergarten in the Public Schools:

(a) Necessity for their establishment.....  
 .....By a Lady representing the V. I. A. of Green Cove Springs  
 (b) What should be the main features of a law providing for them?.....Supt. J. V. Harris  
 (c) Address (30 minutes.) Child study as Related to the Superintendent.....  
 .....Prof. H. E. Bierly, State College  
 Discussion opened by.....Supt. Z. T. Merritt  
 Continued by .....Volunteers:

THURSDAY, FEBRUARY 13, 9:00 A. M.

Teachers' Examinations:

(a) What reasons suggest a change from the present system?.....Supt. J. D. Cottingham  
 (b) Why would a State Grading Committee or one for each Judicial Circuit be better?.....  
 .....Supt. P. F. Fisher  
 (a) What are the arguments in favor of a State Board of Examiners?....Prof. Tom F. McBeath  
 (d) Should the examination questions for the two races be different?.....Supt. J. H. Girardeau  
 Discussion opened by.....Supt. W. B. Lynch  
 Continued by .....Volunteers

Assistant County Superintendent or Supervising Teacher:

(a) The functions of such officer and his relation to the County Superintendent.....  
 .....Supt. W. M. Holloway

- (b) What are the arguments favoring and the conditions demanding the creation of such position?  
.....Supt. J. A. Jones
- (c) The practical teachings of experience with such position.....Supt. R. E. Mims
- Discussion opened by .....Supt. M. F. Giddens
- Continued by .....Volunteers

2:30 P. M.

#### 11—Improvements in Forms and Records.

- (a) Contract with Teachers..Supt. S. K. Causseaux
- (b) Other State Department Forms.Supt. J. R. Key
- (c) A model record book of visits for Superintendents.....Supt. W. A. Hendry
- (d) A model set of record books for County Superintendent's Office.....Supt. W. T. Marler
- Discussion by .....Volunteers

(All County Superintendents are requested to submit model forms of each or any of the above as used or recommended by them. Any Superintendent who keeps a neat and complete set of record books will confer a favor and possibly do much good by bringing same for exhibition.)

#### 12—County School Officers:

- (a) Are there reasons for a change in the method of selection?.....Supt. C. W. Bannerman
- (b) What qualifications for School Board Members should be prescribed by Law?.....  
.....Hon. D. U. Fletcher
- (c) What qualifications should be prescribed by law for County Superintendents?.Supt. Ellis Geiger
- (d) What qualifications should be prescribed for Supervisors and Trustees?...Supt. Irvin Morgan
- Discussion opened by .....Supt. N. B. Cook
- Continued by .....Volunteers

#### 13—Miscellaneous Questions:

- (a) Should there be consolidation in the State Schools for higher Education?.....  
.....Supt. T. H. Owens

- (b) Should the necessary expenses of teachers while attending the State Association be paid from the county fund?.....Supt. A. M. C. Russell
- (c) Should schools be closed on account of small attendance? .....Supt. T. E. Shuler
- (d) What is the proper basis for apportioning the fund among the schools of a county?.....  
.....Supt. J. P. Abbott
- (e) Should there be one or two sessions daily for town schools?.....Supt. J. D. Cottingham
- (f) The ideal method of selecting teachers and fixing their salaries.....Supt. J. C. Compton
- (g) What can be done to make and retain a corps of competent teachers?.....Supt. E. L. McDaniel

#### 14—Report of Committees:

*Viva voce* ballot on resolutions and on each amendment to the laws recommended by the Legislative Committee.

*The order of subjects may be changed or one may be dropped and another substituted in the absence of objection.*

**Adjournment.**

**8:30 P. M.**

**Reception tendered by citizens of Green Cove Springs.**

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Pursuant to a call of the State Superintendent Wm. N. Sheats, the Convention of County Superintendents and School Officials met at Green Cove Springs, at 9:30 a. m. February 11th, 1902:

After a song rendered by the ladies of the Village Improvement Association the Convention was led in prayer by Rev. Dr. Wight.

Addresses of welcome were made by Mayor Bardin and Senator C. Fabian Law, and responded to on the part of the Convention, by Superintendent W. H. Watson, of Walton County.

The Convention then proceeded to organize by electing Superintendent S. Philips, Secretary, and Superintendent J. C. Compton, assistant Secretary.

Superintendent A. M. C. Russell was appointed to act

in conjunction with the local representative in reporting the proceedings of the meeting to the press.

The following committee was appointed on resolutions: S. Philips, Chairman; E. L. McDaniel, B. C. Graham. This committee was later increased by appointing J. C. Compton, J. N. Dixon, C. L. Hayes.

The chair extended the privilege of the floor to all interested in educational work.

The program as prepared by State Superintendent Sheats was taken up in the order announced.

### Topic 1—School Revenues.

(a)—*How can funds be secured adequate for the better development of the public schools?* by Superintendent W. M. Holloway, of Alachua.

We must have the five mill tax limit removed from the organic law of the State, and enact another providing an eight mill tax instead, or better still, leave it to the discretion of intelligent school boards, elected by the people, to make such levy as shall meet the exigencies of the case. Of course, you know that the passage of such a law was attempted at the session of the last Legislature, but failed on account of the fact that the people had not at that time been sufficiently enlightened on the great importance of the question. If each of us will only do our duty in awakening the people on the necessity of such a law, another effort will be crowned with success.

*Equalize the Taxes:* As an adjunct to the attainment of these ends, a law compelling a more just and equitable assessment of property, thus defeating the common, but artful tax dodger, should be enacted. The tax books in many counties show that the property in those counties is not returned for more than twenty per cent. of its real value. In Alachua county alone the school fund is annually robbed of ten or twelve thousand dollars, which legitimately belongs to it under any reasonable plan of assessment, and what is true in Alachua, is also true in some of the other counties.

*Consolidate the Schools:* We have too many schools in most of the counties. The number of the schools should be reduced, and by this plan the appropriation to the remaining number could be greatly increased, thus making it possible in each case to secure the services of



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er teachers. So long as unreasonable patrons continue to demand the establishment of illegal schools, and school boards and county superintendents continue to be the backbone to refuse them, just so long will the school interests be seriously hampered, and the poor children be the victims of such mismanagement. A willingness upon the part of parents to allow their children to indulge in a little more of that ancient custom, even as walking, would be very helpful in the cases I am describing, and when the distance is too far, schools should arrange for the transportation of the children. If these suggestions be carried out, I know of no way to prevent the children in the rural districts from enjoying every advantage that is now given to the children in the best graded schools of the towns and cities.

*Reform the Dispensary:* I now briefly call your attention to another question, the proper management of which may in large measure contribute to the improvement of the morals of the masses, and at the same time materially increase the school revenues. I fear, however, the mere mention of this question on this occasion will provoke strong opposition. I refer to the much debated and widely agitated question known as the "dispensary."

It is a moral question, therefore, we, as educators are transcending the limits of pedagogical ethics to discuss it. Again, it is an economical question, hence it is the prerogative, as citizens, to deal with it.

It is probable that the most zealous advocates of prohibition believe that the complete suppression of the whisky traffic is almost impossible, or if not, that the question must meet its solution in the somewhat distant future. Then it seems to me that the most logical thing to do is to so regulate it that its baneful influence will be confined within narrower limits, until such a time as that the proper education of the masses, the distiller's trade will be gone forever.

No one doubts for a moment, that the saloon and its attendant evils, are among the greatest evils which confront the public school and every moral principal for which it stands. Under the present management of the school fund derives no revenue, but by a proper management of the dispensary, the State of Florida may

have her school fund annually augmented more than one hundred thousand dollars. By this plan, the education of the people will be more rapidly accomplished, and at the same time, the whiskey traffic will be contributing to its own downfall. We do not claim that the people should engage in evil, in order that good may result therefrom, but since the greater evil is already upon us, it will be wisely selecting the lesser of the two evils. We merely call your attention to this question that you may study it in its financial aspect, as well as with respect to the improvement of the morals of the people.

*Make Each County a Special Tax District:* If a law compelling a better assesment of property cannot be secured, or if the present law be adequate, but fails of enforcement in the future as it has in the past, and if another effort to abolish the five mill limit provided by the Constitution, should fail, then I recommend that each county be converted into a special tax district, by converting each school board district into a special tax district.

I wish to remind you, in conclusion, that if we compete with other states in this Union, in the matter of education or business; if we would even approximate justice to the children whom we are attempting to educate, then we must be willing to put—yea, *we must put more money* into the schools.

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(b)—*Advisability of a \$2 Poll Tax.* By Superintendent Hughes, of Madison.

I believe that it is pretty generally conceded that more means are necessary if we are to bring the public schools up to higher efficiency. No doubt every school Board in the State sees great need of money to fully carry out its plans; but whether this is the best way to increase our finances is very questionable, unless we can have some change in the collection of the poll tax. As the law now exists, the very class now expected to contribute to the increase cannot be compelled to pay at all. In my county alone, the school fund annually loses more than a thousand dollars on account of inability to collect from people having no property.

Those who have property and pay their taxes promptly, would not complain of an additional dollar if they

knew a like contribution would be forced from everybody else; but to put this addition to their taxes and let off the same old shirking crowd would be only to increase opposition to such a law.

Twenty-one men in Madison county having no children to send to school, pay twenty-five per cent. of the tax, and do so cheerfully. All they ask is that the money be wisely expended.

One hundred others who *have* children to educate willingly pay 25 per cent. more of the tax. All these would agree to a two dollar poll tax if a like amount could be collected from each of the other two thousand.

One thousand of these pay their taxes in from \$2 to \$10 amounts, and to these an additional dollar would be a burden; but they are the strongest school patrons, they, if any body get the most benefit from the public schools and should be the strongest advocates of an increase in the poll tax; since it all goes to the support of the schools; but they would not submit to it if the other thousand are allowed to escape.

This is true of Madison county, I believe it is true of middle Florida—whether the same ratio exists in other counties, I don't know; but wherever there is much floating population, I believe the great mass of the people—the small taxpayer would be most benefitted by an increase in any tax going to the school fund. He would be the beneficiary because having the most children in the public school. Very few boys and girls of this class ever reach beyond the public school. It is their university. They are the yeomanry of the land though, and about all that ever take much active interest in school administration. They have a preponderance in the management of affairs, and must be consulted when any changes are proposed in the organic law of the land.

I believe if taxation were equalized by raising the poll tax, more interest would be taken by a class hitherto apparently unconcerned.

I believe mere agitation of the question would arouse them and attract their attention to the subject of education and thus result in good.

But the whole subject will have to be presented to the people and the advantage pointed out, before they would consider any increase in taxation. Even then,

assurance must be given that the poll tax will be collected from all alike.

(c) *Supt. Niblack* of Polk was absent and sent no papers.

*Supt. McRae* of Jackson was absent but sent in the following which was read by *Supt. Watson*.

(d) *The Legal Right of School Boards to Determine the County School Levy*. By *Supt. McRae* of Jackson.

The legal right of School Boards to determine the county school levy has been passed upon by our Supreme Court three times: First, during the January Term A. D. 1880, in the case of *Jones, Clerk v. Ex rel. Board of Public Instruction of Gadsden County*, reported in 17 Fla. page 411; second, at the same term in the case of *State ex rel. the Board of Public Instruction of Gadsden County v. The Board of County Commissioners*, reported in 17 Fla. page 418; and the third time was some eleven years later, the decision having been rendered October 31st, 1891, the case being known as *State ex rel. Board of Public Instruction v. County Commissioners of Volusia County*, and reported in 28 Fla., page 793, and also in the 10 So. Reporter, page 1. In each instance the case was by mandamus, and in two of the cases the school board failed to get the precise relief sought. The first suit was brought against the Clerk instead of the County Commissioners, and the School Board lost upon that ground though the Court sustained every other contention. The second was the first brought over and against the County Commissioners and was successful. These two cases settle up the law very fully upon almost all probable contentions between the two boards, and besides settled many points of procedure in mandamus cases, and are of sufficient importance to the school interests to justify an insertion of the headnotes in full herein.

The headnotes in the Jones case are as follows:

1. Construing Section 1, of Chapter 2030, Laws of 1874, relating to the mode of determining the amount of money necessary to be raised by tax for county school purposes, in connection with Section 1, Chapter 3100, Laws of 1879, it is held that the latter does not repeal the former, and that it is the duty of the County Commissioners to order the levy of the sum ascertained by the Board of Public In-

struction, and duly certified by them in the manner provided by law to be necessary, not to exceed two and a half mills on the dollar of the assessed valuation.

2. The County Commissioners have no discretion to direct the collection by tax for school purposes of a less sum than that ascertained by the County Board of Public Instruction to be necessary for the support of the schools, if that sum is within the limit prescribed by law. The Board of Public Instruction are invested with the power to "ascertain and determine" the amount required. The act of 1879 authorizes the County Commissioners to "*ascertain and determine*" the amount necessary for general county purposes, and to "*levy*" the amount lawfully required for county school purposes as determined and certified by the officers authorized to ascertain it under the act of 1874.

3. The Assessor cannot be required by mandamus to levy or compute the county school tax for the years 1879 and 1880, unless the same has been levied by the order of the County Commissioners.

It will be noticed that the maximum limit placed upon the school tax rate at that time was two and a half mills instead of five mills as at present.

The head notes in the second case are as follows:

1. The "itemized estimate" of moneys required to be raised by county tax for school purposes, furnished by the Board of Public Instruction to the Board of County Commissioners, should contain not merely a statement of the whole amount of money necessary to be expended for the support of schools for the school year, but should also give the estimated income from the State school tax, State school fund and other probable sources, so that the County Commissioners may be informed of the amount required to be raised by county taxation.

2. The Board of Instruction having failed to give an estimate of sources of revenue, it is competent for the County Commissioners to ascertain the necessary data in order to learn the proper amount required to be raised by tax.

3. If the "itemized estimate" contains sums other than for the expenses of maintaining the schools, such items should be struck out by the County Commissioners.

4. Sums of money for "salary or County Superinten-

dent of Schools" and for compensation of the County Treasurer as "Treasurer of the Board of Public Instruction," are not proper items of expenses of maintaining common schools to be included in the itemized estimate of school expenditures.

5. The school board of the county has no authority to pay the compensation of the County Superintendent or the County Treasurer; they are county officers, and not to be paid out of the school funds or school taxes.

6. Warrants outstanding, issued by the Board of Public Instruction during previous years, are receivable by law for school taxes levied by the County Commissioners; hence, in levying a sum necessary to be raised by tax, sufficient should be levied to liquidate such indebtedness so that the required amount shall be raised for maintaining the schools for the ensuing year.

7. A return by the County Commissioners to an alternative writ of mandamus requiring them to levy a sufficient amount of county school tax, that they have levied a tax which they believe to be sufficient, is not a good return unless they make it appear that they have levied the amount shown by the itemized estimate of the Board of Public Instruction, with proper deductions and corrections, to be actually necessary for the support of schools for the year.

It will be noticed that the itemized estimate must contain an estimate of income as well as the estimate of expenses, and a change in the blanks now used should accordingly be made. As to the salary of County Superintendent of Public Instruction, the law as it now stands requires its payment from the school funds and it is a proper item in the estimate. Headnote three, it will be noticed, is modified by headnote 6 so that outstanding warrants must be included in the estimate.

An analysis of the statutes upon which these decisions were based is given in the text of the Jones case, and they seem, in every respect to give as much discretion to the Board of County Commissioners as the statutes now in force can be tortured into seeming. This opinion must suffice for this paper as the statutes are too voluminous to be quoted.

In 1881 and up to 1891 the statutes were changed in

wording, and we find, from the third case above cited, the Court holding that the County Commissioners under the tax levy act of June 9th, 1901, (Chapter 4012, Laws of Florida) "providing that the County Commissioners shall levy all other county taxes, and a tax for school purposes, such tax to be estimated by the School Board and submitted to the Commissioners for their approval or disapproval, who shall have power to increase or lower, within specified limits, the estimate so made" have "power to lower the *rate of* taxation on taxable property estimated by the School Board, where such reduction does not affect the amount of money fixed by such board as necessary for the schools."

The headnote in the case gives the effect of the statutes so construed, and is as follows:

1. The fourteenth paragraph of Section 20 of the school law of June 8, 1889, (Chapter 3872 of the Laws,) which provides that the county school boards shall prepare itemized estimates of the amount of money required for the maintenance of the necessary common schools, and state the amount in mills on the dollar of the taxable property; and the tax levy act of June 9, 1891, (chapter 4012) providing that the County Commissioners shall levy other county taxes, and a tax for county school purposes, such tax to be estimated by the school board and submitted to the commissioners for their approval or disapproval, who shall have power to increase or lower within specified limits, the estimate so made; and the thirty-fifth section of the general revenue law of June 10, 1891, (chapter 4010), enacting that the commissioners shall determine the amount to be raised for all county purposes, except school purposes, and enter upon their minutes the rate to be levied for each fund, respectively, and shall ascertain the aggregate rate necessary to cover all such taxes, including such rate as may have been levied by the School Board—are *in pari materia*, and to be construed as one act; and the thirty-fifth section of the last named act does not deprive the commissioners of power to lower the rate of taxation on taxable property estimated by the School Board, where such reduction does not affect the amount of money fixed by such board as necessary for the schools,



even if it prevents any change of such amount—a point not presented by the record.

The second head note is as follows:

2. A writ of *mandamus* will be denied where no violation of official duty is shown.

It will be noted that the above case, owing to intentional or other omissions in the pleadings in not showing how much money would be raised by the rate levied by the County Commissioner, did not charge the Commissioners with failure to levy a tax sufficient to raise the amount of money needed for school purposes, and therefore the court held that no violation of official duty was shown. Had a failure to levy the necessary amount of tax as found to be necessary by the School Board in their estimate, been alleged, the court says that a different case would have been presented, but refrains from deciding such case. But why should the court be so careful to call attention to such difference unless it meant to intimate most strongly that the different case when presented would be decided differently.

Article XII of the Constitution is devoted to education. Sec. 1 provides as follows: "The legislature shall provide for a uniform system of public schools, and shall provide for the liberal maintenance of the same." Sec. 8 clinches it as follows: "Each county shall be required to assess and collect annually for the support of public free schools therein, a tax of not less than three mills nor more than five mills on the dollar of all taxable property in the same." These constitutional provisions have been carried out in the statutes. Sections 225, 226, 227 *et sequiter*, and are incorporated in the Digest of School Laws furnished County Superintendents. To state briefly, they make each School Board a corporation with full powers to operate and maintain the public schools. They demand the location and maintenance of schools in every locality where needed, and that teachers be employed for every school and paid for their services, and that the school board shall audit and pay all amounts due by the Board of Public Instruction, and fix the compensation of the County Superintendent of Public Instruction, and perform all acts reasonable and necessary for the promotion of the educational interests of the county and the general diffusion of knowledge among the

citizens, etc., etc. The 18th paragraph of Sec. 40 of the Digest of School Laws, page 19, is as follows:

"18th. To prepare on or before the last Monday in June of each year, an itemized estimate showing the amount of money required for the maintenance of the necessary common schools of their county for the next ensuing scholastic year, stating the amount in mills on the dollar of taxable property of the county, which shall not be less than three nor more than five mills, and furnish a copy of the statement to the Assessor of Taxes of the county, and file a copy in the office of the Board of Public Instruction, and the Assessor shall assess the amount so stated, and the Collector shall collect the amount assessed and pay over the same monthly to the County Treasurer, who is also by law School Treasurer, to be used for the sole benefit of the public schools."

Paragraph 25th requires the School Board to examine the books of the Collector as to poll taxes.

The powers given the County Commissioners are provided for in Art. 8, Sec. 5 of the Constitution, which says that their powers, duties and compensation shall be prescribed by law," and the legislature has carried this out in Section 578 of the Revised Statutes, and subsequent statutes. Paragraph 11th of said section 578 is significant in its definition of the powers of the County Commissioners as to tax levies. It reads: "To apportion and order the levy of all county taxes in accordance with law, either for specific or general purposes, except when otherwise provided by law." This provision is general, and is to be construed with the special tax levy acts. The exception, "*except when otherwise provided by law.*" guarantees the right of the School Board to determine the amount of the county tax levy for schools. Nowhere is there any authority over or responsibility for the schools given the Board of County Commissioners. Our organic law makes educational and county purposes distinct, and so outlines our public policy that it is not clear that a statute which unmistakably vested the discretion as to the amount of the county school levy in the County Commissioners would not be void.

As to the *rate*, the rate estimated by the School Board should be levied by the County Commissioners, whenever the itemized estimate makes a *prima facie* case of neces-

sity therefor, unless by reason of a reduction in tax values the estimated rate would not make the amount of money required, in which case the rate should be increased not to exceed the maximum. This would not be the exercise of a discretion, but the performance of a clerical or ministerial duty necessary to carry out the mandate of the Constitution requiring a liberal maintenance of the schools. The right to reduce the estimated rate, if within the legal limits, because of increased valuation of taxable property, should be disputed by our School Boards.

The law as it now stands is practically identified with the law in force at the time of the Jones case arising in Jackson county last year, by Hon. Lucius J. Reeves, Circuit Judge, who by a peremptory writ of mandamus forced the County Commissioners to levy the full five mill rate, it appearing from the pleadings that more money was needed than could be raised by even the maximum rate. The Judge set the supersedeas bond at \$7,000.00, which the Commissioners declined to give, and after complying with the writ and levying the tax, now seek to have the Supreme Court pass upon the matter upon a writ of error.

Any friction between a School Board and the County Commissioners is to be deplored. Our Supreme Court has noticed a tendency upon the part of the County Commissioners to pose as guardians of the public, and in the case of State ex rel. Edwards v. County Commissioners of Sumter County, 22 Fla., page 1, text page 4, administered a rebuke in the following words:

"When the law has been compiled with, to have a permit is his right, and any untenable obstacle thrown in his way, on the plea of being guardians of the public, is a mistake of duty, and not only does an individual a great wrong but may bring contempt upon a law they are really violating under an effort at protecting the public."

I cannot close this paper without acknowledging the assistance received from the briefs of Hon. William B. Farley, attorney for the School Board of my county, and of Ex-Chief Justice Benj. S. Liddon, his associate in the Jackson county case.

As I am advised, the law gives the School Board, within the limitations that the tax must be for county

school purposes and the rate not less than three nor more than five mills on the dollar, the absolute and exclusive right to determine the amount of money to be raised by the county school levy; and the County Commissioners have no right to refuse to make the levy for the amount and rate asked when the itemized estimate is regular and *prima facie* legal, their duties being only ministerial. The remedy against the County Commissioners is by mandamus alleging clearly, specifically and unmistakably a violation of official duty on the part of the Commissioners, and it must appear, of course, that the proceeding is brought in time for the relief sought to avail something.

*Superintendent Turner:* Said that he would favor a law compelling negroes to pay a poll tax, or else not allow them to send to school.

*Superintendent McDaniel:* Argued that something should be done to more closely collect the polls; said only 643 polls were collected in 1900 and that the school fund was losing by the non-collection of polls.

*Superintendent Thrasher:* Said that the school Board of Pasco county checked up with their collector twice a year and that they had no trouble on that score, but believed that the poll levy should be \$2 instead of \$1.

He advocated the penalty of \$5 on all who should fail to pay the tax. He would have this tax on the floating population to fall due on a designated time and would issue a warrant for the arrest of defaulters. Reported that, approximately, there were 620 polls levied and 525 collected.

*Superintendent Cook:* Speaking to the point of increasing the poll levy to \$2, asked what would be the use of raising the levy when the present assessment is not collected. He sighted the instances of Birmingham, Alabama, and New Orleans to show the great reduction in number of voters and gave as reason of the falling off the fact that the poll tax had been increased.

*Superintendent Glenn:* Had made a great effort to keep up with the poll tax collection. He said that their collector had reported 4000 polls short in one year.

*Mr. Crane,* Chairman School Board, Hillsborough County, thought the effort to remove the Constitutional 5-mill limit should not be dissipated by now agitating

increase of poll tax levy, and he would discourage any new movement that would conflict with this amount issue.

*Superintendent Mims* said he was astonished to know of much laxity on part of school officials in the matter keeping up with the poll tax account.

*Superintendent Compton*, believes that the removal of the 5-mill limit would afford more relief than any other measure, and that the people of the State would not raise any greater objection to the removal of the Constitutional 5-mill limit than to the increase in a poll tax levy. He would have the agitation that was begun for the removal of the 5-mill limit, kept up with renewed efforts on the part of school people and friends of education. He saw in the near future bright hopes for materializing on the past work in this line. Superintendent Compton would have the friends of education take a stand for this and let the candidates for Legislative honors know that this measure is now a pronounced issue.

*Superintendent Watson* does not think it advisable to try to increase the poll tax levy. He would have the expense of State Government met from revenue of hire of State Convicts, occupation tax, etc., and then divert other sources of revenue to the School Fund.

## Topic 2—Compulsory Education.

(a) *The extent and success of its adoption.* By *Sup. Glenn of Duval*.

The extent of the adoption of the compulsory method seems indeed to be very great in our own country and even more so in the countries of Europe. But the extent of its adoption does not measure its degree of success. Many instances may be cited to prove that the very word "compulsory" expresses a repulsive idea to the average American, yet rightly interpreted, the object of such laws as those 32 States have enacted should not engender antagonism. Only last year the Governor of Missouri vetoed an act of his Legislature of 1901 in favor of compulsory education although the terms of the act were very reasonable and in fact lenient. It proposed to secure to every child in Missouri the basal elements, at least, of an education with the least possible infringement upon parental authority. It was not framed in such terms as to

compel all children to attend the public schools. Truly it opened the doors of the public schools to all but the parent could decline if he saw fit to use other schools, parochial or private. The thing he must do was to give his child the equivalent of a certain required number of weeks of schooling for a series of years by no means unreasonable, and even this only after he in common with other parents of his election district should have voted in favor of the method.

Last October also we learned that State Superintendent Welch of Montana had unearthed a dormant compulsory law which he would revive and enforce vigorously. He would gather in all the children of his State from the highways and byways and compel them to attend a school. His efforts in this direction would do much to diffuse popular education in Montana.

And still the suspicion arises in ones mind that the predecessors of Superintendent Welch had found their efforts in the same direction had diffused a very unpopular education. So they had let the method quietly sleep.

The efficiency of compulsory education laws, like that of prohibitory liquor legislation depends largely upon public sentiment. In some localities public opinion pushes the law to efficient results while in other places, either a dormant or an active opposition sentiment deadens the letter and the spirit of the law.

At Marshall, Mich., for example, a new Superintendent of schools hardly recognized for some time that Michigan had a statute favoring compulsory education. The population were largely intelligent, prosperous Americans who did not need nor did they await the forcible execution of the law and the same predominant class were disposed, American like, to let the minority follow their own sweet will relative to the education of their children. So they did not urge the truant officer to his duty and the latter, as usual with executive officials, did not voluntarily care to make himself odious even to the small minority.

Of course, there were cases of violation of the compulsory statute but during the service of five years said superintendent never knew of a single case of enforcement neither did he complain about it.

On changing from there to Muskegon, however, that Superintendent very promptly noted a marked difference

the part of school and police officials although the two towns were in the same State under the same statutes. At the latter city, about the size of Jacksonville, was made up very largely of a lower stratum of foreign people—truly industrious but very poor—sincerely desirous of education but unable to accept much of it as a free gift even.

In this city, the Chief of Police, subject to the will of the Board of Public Instruction detailed to weekly service one or more policemen to act as truant officers, to hunt up the offenders of the school law and hustle them into the nearest public school regardless of books, filthy clothing, unkempt hair or dirty faces. Finally it was conceded that the whole municipal police force was utterly incapable of guarding all the alley-ways through which these slippery youths would make way to truancy or to their various places of employment. It became a patent fact that the law was not enforced. The Board of Public Instruction were chagrined, but they were men of wisdom. They soon learned that the children of this foreign element were largely "bread winners" and were kept from school not from desire but from necessity; that these families, being large, required more hands than the father's "to keep the wolf from the door."

Compassion possessed the souls of that Board and Superintendent. The necessity of obeying the law and yet following that compassion drove them to invent a new device.

They established night schools and discharged the police from service. The annoying problem was immediately solved! Not only those children came to those night schools but even their fathers and mothers frequently sought sittings and found them.

Such are some of the adverse experiences all along the Northern line of States from Maine to Washington, from Massachusetts to California, through a zone whose tax valuations are high and whose levies for school purposes are unabridged and lavishly made; where only one race is to be educated and the economy of a single system of education can be employed.

What then can we prophesy of the results of compulsory education in the South where no experiment has yet been made; where not only a foreign people but a different



race must be educated by a double system at nearly double expense; where tax valuations are comparatively low and school levies limited; where the sentiment of the people is unusually averse to any coercive statute; where the paternal idea of government has not passed out of the hands of the father as a gift to the State.

The Southern zone of States may follow its sister zone of the North; it may profit by the history of that sister zone and devise something better. Be it so!

Maryland is just now about to legislate for the compulsory method. But Maryland is not strictly a Southern State. Her initiative may not be felt in the Southern zone, and perhaps fortunately.

What shall Florida do? What shall Duval county do? With fifty per cent. of its negro population in school what would she do if by compulsory act the other half were driven into school? Already Duval's school fund receipts are less than her current expenditures. Is she then able to double her enrollment without diminishing her school term one half?

It is best for the Southern zone to follow the law of the "survival of the fittest," and, in this case, the fittest are those who send and go to school without compulsion. Let her spend her energies and skill and funds in removing obstructions from the front of the educational volunteers and her army of pupils will be as large as she can possibly feed and equip. Let her provide free books at least to the indigent; night schools in cities and towns for those "bread winners"—the salt of the earth; proper educational facilities for those centralized schools; finally provide every inducement and she will need no compulsion.

(For statistics as to the extent of its adoption see Volume II, page 2596-2602, U. S. Gov. Reports, 1899-00.)

(b) Supt. Layne: Absent; sent no paper.

(c) Supt. Martin: Absent; sent no paper.

## DISCUSSION—

*Supt. Pinkham:* Absent.

*Supt. Pratt* thought that a compulsory educational law would be inoperative, and would necessitate a free text book law.

*Supt. Graham* said the foreign element in Hillsbor-



ough county would require a law compelling attendance, but lack of facilities and house room discouraged the proposition. He spoke in favor of concentrating effort in the direction of removing the 5-mill limit.

*Supt. Mims* said that Brevard county needed a law forcing people to sent to school.

*Supt. McDaniel* favored such a law, but does not think that the State is ready for it right now, and not until we get better teachers, better houses and better facilities.

*Supt. Geiger* spoke in favor of such law, and would not wait until every objection as to houses, teachers, facilities, etc., had been removed. He said that Clay county needed such a law now.

*Supt. Merritt* said that although they had well equipped houses and good teachers still people were indifferent, as shown by the fact that 65 to 70 per cent attendance was the best that they could get in the schools. He wanted to have a law requiring attendance.

*Supt. Turner* said that he did not believe in compelling people to send to school.

*Supt. Philips* argued that whereas the entire State shows an average attendance of 66 per cent, that fact would indicate that to the average citizen, a law requiring that children should attend school for 66 days out of 100 would be no hardship. He favored a law with this and other modifications, because such a law, while working no hardship upon the average citizen, would bring under the influence of the public schools the thousands who are wholly indifferent.

*Supt. Compton* favored such a law. He suggested that if men are to do as they choose, why not leave the paying of taxes and serving on juries optional.

*Supt. Holloway* favored the law with proper limitations.

*Supt. Watson* opposed the enactment of such a law because the people are not ready for it and sentiment is against it; because there would not be sufficient funds to carry out the plan.

### Topic 3—County High Schools.

- (a) *Reasons for making at least one High School, with an eight months term, mandatory in every county.*  
*Supt. Russell of Hernando.*



PLATE 25—VIEWS OF St. LEO COLLEGE.



PLATE 26—VIEW OF St. LEO COLLEGE FROM THE LAKE.

THE  
PUBLIC LIBRARY  
ASTOR LENOX AND  
TILDEN FOUNDATIONS

*Supt. Russell*, said that he had been sick and had got out of bed to attend the meeting, and therefore, had written his paper. He spoke from the following points, viz: 1. If there were a law requiring the school boards to locate a high school in each county, it would remove much of the embarrassment and difficulty that school boards contend with in their effort at locating a school.

He thought that a county high school would give to the common schools of a county.

Would relieve many of the common schools by relieving those pupils who demand something higher than common school curriculum offers.

High schools furnish a large per cent of the teachers of a county.

b) *Supt. Hinton*; absent; sent no paper.

(e) *Should State Appropriation be made for the encouragement of the establishment of High Schools and maintenance of their standards?*  
*Supt. Reid of Madison.*

*Mrs. Huxley* said, on one occasion: "If the nation could purchase a potential Watt or Davy or Faraday at the cost of a hundred thousand pounds he would be dirt cheap at the money in the narrowest economical sense of the word." What mathematician today could compute the possible unknown loss to society through the past by failing to discover and develop the unseen possibilities of genius.

There is every reason to suppose that many persons capable of the highest development are to be found among the children reared in the natural and normal conditions of rural life. From a standpoint of social advantage a better case could probably be made out in favor of free high school training for county pupils than for those in the city; but no such comparison is essential, only equality is asked; an equal opportunity for secondary instruction, irrespective of place of residence, so just and so imperative that its claims should never be ignored. Then it behooves us as friends of education to concentrate our every effort to that one end, to put within the reach of every child in this great State the advantages attained by attending a free high school.

Have not the county school boards of the several counties of the state a right under the law to establish and maintain a county high school, do you ask? Yes they have the right and a few have established such schools, but that, Mr. Chairman, and fellow Superintendents is not the end so much desired, and I assert further without fear of contradiction that those so-called county high schools are not accomplishing today what they should.

Now I do not mean by that that the teachers in charge are inefficient or are not doing good work. No, it is not that. The fault is somewhere else and the reasons are not a few.

First. The difficulties under which the Boards are laboring are great, inasmuch as they are unable to erect suitable buildings for high school purposes and equip the same with proper apparatus, desks, etc.

Second. There is too much rivalry between the rural districts and the towns and villages.

Third. The people in rural districts are uneducated as to the needs and aims of a school of that character and the shackles are therefore thrown on our Boards; they no longer feel free to exercise their judgment, and last, but by no means least, the children of rural districts, the ones who need high school training most of all are the ones that get the least. With all this staring us in the face what should we do? Give it all up? No! a thousand times, no! There is a remedy.

Let the Legislature of this great commonwealth come to our rescue with an appropriation sufficient that in the end every child in this fair land of ours will feel the effects of a county high school training; never again let their opportunities come to an abrupt end with the elementary course. This, 'tis true, could not be accomplished in two, four or even ten years, but it would be a long stride in the right direction.

It may be objected that the State is unable to bear the expense of maintaining high schools in all the counties of the State. It is a sufficient answer to say that it is the duty of the State to encourage and maintain high schools rather than colleges. The first duty of a State along educational lines is to provide for the elementary education of every child in the State and then it should

provide for the secondary or high school education of as large a number of the children as possible.

To accomplish the first, the district schools are necessary, and to accomplish the second county high schools are indispensable. When the State shall have done these two things, it will be in order to devise means of giving a collegiate education to such of her youth as shall desire such education after they shall have completed the high school course. To provide for the personal expenses of any class of her youth in public or private schools while large numbers of her children are denied the advantages of even an elementary education and but few can secure a high school education is so preposterous that we are amazed, that it has been done and is yet being done. Let the State withdraw its offers to pay board and clothing, in certain schools, and use the funds in helping every county to maintain a first class high school. This plan would bring a liberal training within the reach of thousands of our boys and girls. It does not take a Solomon to see that the State will in this way be doing far more towards providing a virtuous and intelligent citizenship than she is doing in training a few of her youth in military or even in normal schools. It is not intended here to oppose the plan of allowing the State to provide for higher education, but to protest against appropriations for such education until ample arrangements are first provided for an elementary and high school education, and to protest most earnestly against the State paying expenses of any unless it can make the same offer to all.

### DISCUSSION:

*Supt. Shands*; absent

*Supt. Glenn*: His experience would cause him to call it something else than *High School*. He said that the places that need a high school are places whose citizens seem to question the utility of such and he would therefore call them Graded Schools. In these "Graded" schools he would have 12 grades and thus cover the ground that a High School would accomplish.

He thought that if the State would give the counties the money that is spent in many of the State appropriations, it would do a better thing for the people.

*Mr. Kickliter*, Chairman of Board, Bradford County said that the High School of his county had done a great deal of good in the way of furnishing teachers and setting an example for county schools. At first there was a great deal of prejudice but now the people were standing by their High School.

*Supt. Philips* reported that his county had been the loser because of a lack of proper sentiment not only on the part of the people, but also the school board. He favored a liberal appropriation of money for teachers' salaries in the High School, regardless of the enrollment and would bend every effort to have people patronize this school in order that, primarily, the County might soon begin to be supplied with teachers from its graduates. He reported that Levy County annually paid non-resident teachers the sum of \$3,000.00.

*Supt. Thrasher* said that the High School of Pasco County furnished a very large per cent of the teachers of his county.

*Supt. Holloway* reported only 3 or 4 non-resident teachers out of 100 employed in Alachua County, and gave as his opinion that this state of affairs was possible because of the efficiency of the work done in the High Schools. He did not favor asking the Legislature for an appropriation for High Schools.

*Supt. Fish* favored the appropriation of money by the Legislature for High Schools, because there was a lack of funds to properly equip and support them.

## TUESDAY EVENING SESSION.

Addresses by *Supt. F. Pasco* of East Florida Seminary in place of *Supt. Wood*, who was detained by sickness.

Address by *Dr. H. E. Stockbridge* of Florida Agricultural College.

## WEDNESDAY MORNING SESSION.

### Topic 4—Rural Schools.

- (a) *History and development of the system of consolidation of rural schools and transportation pupils*—*Supt. J. C. Compton*.

The conditions which directed the minds of educators to the consolidation of schools and the transportation

of pupils were the unfortunate features of insufficient grading, the teaching of elementary subjects only, small schools, small classes, irregular attendance, short school terms, an insufficient number of teachers to do the required work, poor school buildings, the long distance which many pupils were required to walk through cold and wet weather, etc. For many years these difficulties had been realized, but no adequate means had been devised to overcome them. The first step toward consolidation was taken in the State of Massachusetts where in 1869 an act was passed by the legislature authorizing any town in the commonwealth to convey pupils to school at public expense. It does not appear, however, that this law was practically applied until 1874 when it was put into effect at Quincy and soon reported successful. The plan was next adopted at Concord, Mass., in 1878 and has been in operation there ever since.

The system spread rapidly until it was adopted to some extent in all the New England States. It did not extend beyond those States, however, until 1893 when a most interesting experiment was made with it in Kingsville township, Ashtabula county, Ohio. In 1892 the school house in one of the districts of that township was condemned and the township school board were considering the matter of erecting a new one, but the number of school children did not seem to justify the expenditure of the necessary amount of money. While the trustees were hesitating as to the erection of the building Prof. F. E. Morrison, Principal of the Kingstown High School suggested to them the advisability of carrying the pupils to the village high school. The suggestion met with favorable consideration, but upon examination of the State law it was found that the school funds could not be legally used for the transportation of pupils from one district to another. In the following year an act was passed by the legislature of Ohio authorizing transportation at public expense, but the members of the legislature had so little faith in the system that the law as passed could be applied only to townships having a population of not less than 1710 nor more than 1715. This was the population of Kingsville township. The passage of the law was urged by citizens of that township only and the legislature de-



terminated to limit its practical application to that small territory.

The system went into effect with little opposition except from a few teachers and their friends who saw in the plan a strong probability of their being deprived of their positions. Three of the sub-districts adopted the plan at once, others soon followed until nearly all the districts of the township were consolidated.

The system as operated in Kingsville township was found to be so popular that the law was so modified as to permit its operation in any township of the State upon petition of the patrons of the school. A full discussion of the Kingsville township experiment with its objects and advantages may be found in the Arena for July 1899.

In States where the system is operated with any degree of permanency and perfection the contract for conveying the pupils to and from schools are let to the lowest responsible bidder. The character of the teamster is or should be taken into consideration in every contract. In some States and counties the wagons used for transportation are owned by the individual who takes the contract while in others they are owned by the county or township. The wagons when properly made for the purpose are arranged with covers and curtains which can be lowered or raised to suit the conditions of the weather. They have good safe steps, cushions, seats, blankets and other conveniences to make the children comfortable. In some districts the wagons go to each house for the children, while in others the children meet at some central point where they are met by the wagon. The plan of consolidation has been encouraged largely by good roads and by such conveniences as the trolley car and the bicycle. Thus we see that the various economic interests go hand in hand the one assisting and encouraging the other. As good roads and easy rapid means of travel assist in consolidating schools so that consolidation encourages the improvement of roads and the manufacture of convenient means of travel.

The system of consolidation was in operation in some counties of all the New England States, Ohio, New York, Pennsylvania, New Jersey, Iowa, Nebraska, South Dakota, Florida, West Virginia, Kentucky and perhaps

other States. In Florida it has been operated more extensively in Duval county than in any other.

*(b) Can longer terms and better attendance be secured by this means.* Supt. E. L. McDaniel.

Mr. McDaniel said the financial condition of his county would not warrant the expenditure of money in transportation of pupils. That it was a new thing to him and he had nothing at present to say upon the subject.

*(c) What bearing has this system upon the rural school problems of tardiness, irregularity in attendance, and securing educational advantages for isolated families?*—Supt. N. B. Cook.

Having been assigned a subject that I am familiar with only in theory, I trust that I will be pardoned, if in the beginning I ask your indulgence and forbearance if I fall short of expectation.

In the outset, I will state a truism, it is easier to point out failure than it is to formulate or inaugurate practical improvements in school matters as well as in other business affairs.

After a number of years experience in the supervision of rural schools, I freely confess that my success has not come up to my expectations, and has fallen short of the success that I had a right to expect, for, from the beginning I can conscientiously state that my aim has been high, and that I have also been diligent in the discharge of my duties, as I saw them.

The causes of failure have been many, the principal ones in my opinion, being the lack of education of the parents of the majority of the children, and consequently a lack of interest on their part, in seeing that their children attended school with regularity and promptness and from extreme poverty in many instances, compelling parents to keep their children at home to work to keep the wolf of want from their doors.

In making this portrayal of failures and the causes thereof, I hope the convention will not come to the conclusion that no advancement has been made educationally, in our county, for while the improvements have not come up to our wishes, or expectations, they still have been marked, and within the next few years, the heads of families, controlling the destinies of coming generations, will have come up from the public schools, and will be

able to appreciate the advantages and worth of a common school education.

The impetus from this this new influence will in itself, I doubt not, greatly improve the conditions now existing in rural schools.

So far, I have been beating about the bush, and have failed even to name or touch on the subject assigned me—"What bearing has the system of consolidation of rural schools and the transportation of pupils upon the problems of tardiness, irregularity in attendance, and securing educational advantages for isolated families."

Experience teaches us that the larger the school, in reason, the greater will be the percentage of daily attendance.

Children are to a large degree gregarious, and when they once enter a school that has a large number of children in it, they soon form associations and class friendships that to a large degree will influence them to attend school with regularity.

Again, in a large school, we are sure to have a number of bright and ambitious pupils who will serve as a spur to the more backward ones in the class, and this will improve the work done in the school.

Another advantage in consolidation of schools is that in a school of two or more teachers the discipline is, as a rule, better than it is in the one-room, one-teacher school.

Teachers are not so apt to get into ruts, for in all schools with two or more teachers, there is bound to be a desire to excel, and this will necessarily increase the efficiency of the work done.

You will find that when a number of teachers are associated together in one school that much more professional reading is done individually than will be done by an equal number of teachers, in the one-room, one-teacher schools.

In a community of interest, there is more vim, and as a rule, more intelligent action than there possibly can be where activity is confined in one room and within one's self.

For these reasons I am in favor of consolidation of schools, and would, if I could, have fewer schools and larger classes, but we must not lose sight of the fact that any

change suggested or attempted in rural schools, is apt to beget friction and disagreement among the patrons.

Country people are prone to jealously, and the future success of any school, whether it be large or small, will depend upon the harmony and co-operation among the patrons.

I make bold to assert that if our schools were combined into schools from two to four or more teachers, that tardiness and irregularity in attendance would be so greatly reduced in the public schools in our State, that our annual reports would show an average daily attendance of from 90 to 95 per cent. where we are now not able to show as much as 66 per cent. for the State.

Anyone at all conversant with school matters, will at a glance see what a remarkable gain this would be for the good of the schools, and for the children of the State.

The advantages as set forth above, being so great the question may be and rightly asked, why have the schools not been consolidated and children transported from remote and sparsely settled sections to some common center, where all would have equal opportunities to acquire a good practical education with those offered children in towns and cities.

My answer to this, would be, want of money; for at the outset, the inauguration of a system of consolidation of schools would cause a large expenditure of money; and want of willingness on the part of those mostly interested to co-operate in making such a change in the management of our schools a success; for, as stated above, the mere proposition of closing two or more schools will beget more friction and dissatisfaction than most of us would be willing to contend with.

Without exception, when the proposition is made to close certain schools, it will be all right if our school is to be central school, but there will be a different feeling among the patrons of the school proposed to be closed in the interest of consolidation.

(d) *Supt. Glenn* used notes from which he spoke.

(First.) Sources of economy by concentration.

(Second.) Ways and means.

The sources of economy were found in the fact that having less schools there would be less supplies, (such as globes, charts, maps, dictionaries) to be furnished; and

also there would be a great saving in the incidentals (such as stoves, fuel, drinking water, protection to property) that is an account either against the county board or the school.

He said that the item of superintendency would alone justify the lessening of the number of schools. Besides, the place of transportation had increased the average attendance  $12\frac{1}{2}$  per cent and that would mean a greater per cent from the State funds, which are apportioned upon the basis of average attendance.

Under the head of Ways and Means, he stated that they had 27 wagons built which virtually closed 24 one-teacher schools. The cost of running these wagons was at an average of \$23.00 per month; and that the 24 schools that were closed had cost at an average of \$45.50 per month, and that there had been a current saving of \$462.00 per month.

#### DISCUSSION.

*Supt. Philips* favored the plan of consolidation and also of transporting pupils, especially in those places that may be about to make some change in their location, or that may be about to build a new school house. He said that in thinking over the matter he had mapped out certain places in Levy County where the transportation of pupils could easily be carried out and had figured a net saving to his county of \$500.00.

*Supt. Turner* has tried the plan in six schools and had saved a good many dollars.

*Supt. Carn* reported that in the case of three schools, each of which was very small and separated by a lake, he had offered transportation to the pupils of two, and, although the conditions were such as to be expensive, there had been a net saving of \$5.00 per month. The teacher in the central school was paid a salary of \$40.00 per month as against \$25.00 which was paid theretofore to each of the three. Other experiments had resulted in saving money. His observation was that when you consolidate schools, there springs up a desire for a Special Tax District, and he favored the whole project because it meant better salaries, better teachers, longer terms and better schools.

*Supt. Geiger* reported that in three different consolida-

l schools there had been a saving of \$310.00 and that the average attendance had been increased.

*Supt. Graham* said that he had returned from the National Superintendents' meeting, whither he went to specially learn about this plan, thoroughly impressed with its practicability and economy. They have tried it in Hillsborough and had saved, in two schools, \$30.00 per month; in another school \$25.00 per month.

*Supt. Hughes* said they had not tried transporting pupils, but they had consolidated 15 schools and thereby saved in one year \$1,400.00.

*Supt. Compton* said that while he favored the plan, he could see these following objections, viz.:

1. Confusion about distance and the number of miles to be paid for.
2. Confusion over the number of pupils in different individual families.
3. Would require new and larger houses.
4. Sometimes the cost is more.
5. Would give more grades and whether many pupils not, these higher grades would require an extra teacher.

(Upon an inquiry, it was shown that eight counties in the State are now trying transporting pupils upon some plan or another.)

### Topic 5 - Special Tax Districts.

- (a) *What changes in the law are desirable?* Supt. B. C. Graham.

It is far easier to find fault with a law than it is to make one that will prove entirely satisfactory. Such being the case the duty assigned to me on this occasion is indeed a delicate and difficult one.

The petition is the initial step in organizing a Special School District. This must be signed by one-fourth of the tax-paying, registered voters living within the prescribed boundaries. It must also be advertised for four consecutive weeks prior to being presented to the Board of Public Instruction. This *must be done* through a newspaper if there is one published in the county. The cost in Hillsborough County is \$7.50.

Next the election is ordered; this must also be advertised.

tised for four weeks. Another \$7.50 must be paid. Only registered tax paying voters who have paid their poll taxes for the next year preceding can vote at the election. The Supervisor of Registration must furnish the list of voters. This is a difficult undertaking as the registration books help but little. It becomes necessary to canvass the tax books and to make many inquiries in order to get up these lists, especially in the larger districts. This list costs from \$6.25 to \$12.50, according to the size of the district.

The ballot boxes, ballots, etc., must be sent to the voting place, the three inspectors and clerk must be paid, the returns must be taken to the court house, all of which costs from \$10 to \$12.

Footing up these different amounts we find that to organize a Special School Tax District it costs from \$30.00 to \$35.00. As these expenses must be incurred, with the exception of that for the petition, every two years, it becomes a very heavy burden, especially upon poor districts.

The above estimate may seem too high to some, but if the law is fully complied with it can not be done in Hillsborough County for any less.

Surely a law can be framed that will enable a community to levy a small tax for educational purposes without all of this formality and expense.

If the petition and election are both necessary, and if both must be advertised, let it be lawful for the advertising to be done by posting. Allow all taxpayers to vote who were registered at the last general election next preceding. The old registration books could then be used, especially if the inspectors were allowed to take the oath of the voter when necessary as to tax paying and place of residence. The supervisor could then be required to furnish the registration lists free of charge or at least at a greatly reduced rate.

In this way the expenses of the petition, election, and registration list would be done away with to a very great extent. The inspectors and clerk would still have to be paid, but by making the districts large enough so that every one would include several schools, and holding the election every four years a still further reduction would be made.

If it were possible to organize these districts on a peti-



tion presented to the board, signed by three-fourths of the registered tax paying voters, it would simplify matters very much. The election of the trustees would be conducted very much as supervisors are now recommended, and the millage fixed by the trustees just as the county levy is now made by the Board of Public Instruction.

If the spirit of our National and State Constitution is not violated we are always on safe ground, and I fail to see why a petition and this purely democratic way of selecting representatives of the people to manage their school interests should not answer every purpose in the organization of a Special Tax School District.

Recommending changes in an existing law that is serving fairly well the purposes intended is a perilous duty. It must be acknowledged, however, by all that the one under discussion is difficult to comply with, burdensome to meet its exactions, and entirely too expensive to put into operation.

If these few remarks serve to arouse an additional interest in this subject and thus aid in provoking a discussion that will result in the end in the framing and passing of a law that will make the Special Tax School District a far more popular and important factor in the cause of education than it now is, this paper will have served well the purpose intended.

(b) *On what basis should the funds be apportioned among the schools of a district, and to what extent should the County Boards direct the expenditure?* Supt. T. D. Gunter

The citizens of the State of Florida believe in the education of the masses regardless of "race, color or previous condition of servitude." They believe that that is the only way to retard the progress of pauperism, vice and crime and to create and maintain a citizenship patriotic, broad, noble, cultured and refined. Consequently nearly every county in this State is paying for that purpose 6 mills on every dollar's worth of taxable property within its borders. Now I know that there has been a great deal of opposition to the free school system not only of the State of Florida but of nearly every southern state because it practically forces the white man to educate the negro, but the negro's present condition makes him dependent upon the white man not only for



his education but for the necessities of life and it is through no choice of his own that he is living among a race so far ahead of him in education and wealth. Opposition on that ground has somewhat subsided and the State still claims that if an education will make a better white man it will make a better negro, therefore this tax is levied and impartial distributions made. Sometime this distribution is made upon the grades to be taught; sometimes upon the average attendance; sometimes upon both and occasionally upon the grade of certificate held by the teacher; but in all cases the length of terms are equal.

But the law has given communities the privilege of voting upon themselves a special school tax and it is the apportionment of this fund that I have been called upon to state, or upon what basis this apportionment should be made.

We have just seen that every tax payer has been called upon to pay into this general school fund for the education of the masses and now I think he has a perfect right to use for the direct advancement of his own interests that amount which he voluntarily comes up and asks to pay for the education of his children; therefore, if I should make the apportionment of this special fund I should give to the white schools the amount paid in by the white citizens living in the community and to the negro schools the amount paid in by the negro citizens living in the community, and I should divide the non-resident taxes in proportion to these amounts. That is if \$100 should be paid in by the citizens living there and \$10 of this amount was paid in by the colored citizens, then they should have one-tenth of the non-resident tax.

Now as to what extent the County Boards direct this expenditure permit me to say that I don't see how the present arrangements could be made better, the trustees of the district directly representing the wishes of their communities and the board acting upon their recommendation and holding in check any extravagant or immature ideas.

(c) *What objections are usually urged against the creation of districts and how best overcome?*  
Supt. L. L. Pratt.

Washington county has only one special tax district.

his was created about six years ago, and the results have been satisfactory. Two others were formed two years ago, but on account of irregularities in their formation and serious opposition from personal motives, they were allowed to go down.

Within the past four months I have been agitating the question of creating others, and I believe by the close of the present school year, we shall have at least five new districts.

Some of the principal objections urged against the creation of districts, come from the following sources: First, non-resident tax payers, and resident tax payers who have no direct interest in schools. The reason of their objection is obvious,—increased taxation with no direct benefits therefrom. It will take time to overcome this opposition but I think it can be done by an object lesson to prove that the value of property is always enhanced by the presence of improved schools, in direct proportion to the increased tax rate. Build up the schools, even though a few do oppose special taxation, and these opponents will eventually see the error of their way and fall into line.

The next class of objectors is hardly worth mentioning. They refer to a small percentage of citizens found in nearly every community who oppose the whole public school system, still holding to the old threadbare theory that it is better to leave each individual to educate his own children or let them come up in ignorance. I shall not suggest a way to overcome this objection, but beg to express my intense gratification to note that year by year the number in this class is becoming beautifully less, and I hope, in the not distant future, to see it reduced to zero.

The last objection that I will mention is that the cost of establishing and maintaining consumes too much of the income. I am of the opinion that this objection is quite well founded. It is usually urged by those who are willing to tax themselves for the support of schools, but who are not willing to have so much of the special fund used to pay the printer, to pay the cost of conducting the elections, etc. There seems to be too much machinery to run and keep in repair. This objection can be partially overcome by making the districts larger, but I think the law could be simplified very materially without destroy-

ing its efficiency. In other states, in which the district school system is in vogue, the trustees give five or ten days notice, by posting notices, of the annual school meeting. It is not known as a Special Tax District Election, with all the attendant formalities of the general election, it is simply a "school meeting;" and the tax payers of the district meet at the school house Saturday night, and in from one to two hours, they accomplish as much as is accomplished in one of our elections, and they have no printers fee, no inspectors to pay, and no expense of making returns. The special tax thus voted is paid without a kick simply because the law leaves no room to kick. I think our district elections could be conducted in a similar manner and be as effectual as they now are.

Aside from the objections I have mentioned, special tax districts are quite popular in our county and are becoming more so as the people become better acquainted with them; and I believe the best way to overcome the objections urged against them is to get as many districts as possible established, and when the good results from them begin to be felt, the objections will be lost sight of. "By their fruits ye shall know them."

*Discussion by Supt. Fish.*

In discussing the question of Special Tax School Districts, I do not understand it my duty to urge upon the Superintendents of Florida the need of their establishing such districts.

Doubtless all school officials admit their benefit and the reason we have no more of them can be attributed to some local cause.

At the sessions of the Superintendents in Jasper, 1900, two suggestions amending the Special Tax District Law were offered, which though the law has since been amended, I find were not incorporated in it.

Perhaps some good reason exists for their omission however of that I am not informed.

*First:* Sec. 3, page 71, Digest school laws relating to the publication of the petition should be stricken out.

The publication of the notice of election only, it seems to me should suffice.

*Second:* Sec. 4, page 71, relating to publication of notice in a newspaper. To post same in five public places within the territory in which the election is ordered

could give the required publicity and avoid the expense of publication. However these defects if such they are refer merely to the details of the law, and can easily be amended.

Our Board has never attempted to control the expenditure of Special Tax District money.

Were our entire county a Special Tax District perhaps the county Board could better direct the expenditure of the special tax money, but in as much as special districts only are willing to vote upon themselves this extra taxation for the improvement of their school facilities, etc., we feel that they should be permitted to spend it as they deem best.

From such a course we have had no difficulty and I believe in every instance good business judgement has guided the expenditures.

The objection that has confronted me in my endeavors to establish Special Tax Districts, has been the natural and common one of "*High Taxation.*"

Those of you who have been met with this cry, know well that he who most strenuously objected, contributed most to the school fund.

In Volusia county we now have 19 Special Tax Districts. Three of these established the past year. Since the establishment of the first in our county but one district has failed to vote the levy at any subsequent election.

Our special tax money increased the school fund over ~~ix~~ thousand seven hundred dollars the past year.

The corporate interest and non-residents pay a large proportion of the amount.

This money has been wisely and judiciously expended on new buildings, repair of buildings, and extension of school terms.

We understand that the duties of the Trustees are merely those of control, yet with us, there is almost an unwritten law that those teachers recommended by trustees will be appointed.

So far this plan has worked admirably and in many instances aroused interest and enthusiasm in school affairs.

When the present board and superintendent came into office we found our treasury deplete so that we were compelled to make slight reductions in salaries and make some of the terms shorter. Much as we disliked to do so

it was unavoidable, and had it not been for the help derived from the Special Tax Fund, I confess, we would have hardly known "what" or "how" to do.

The DeLand and Daytona districts collect annually about \$1,200 each, thus enabling us to do high school work at both of these places, and also add two months school to county term.

Volusia county is heartily in favor of the Special School Districts. We are in favor of their retention, for by their aid and only by that means, have we been able to keep our schools up to their present standard.

*Supt. Mims* reported only 3 Special Tax Districts in Brevard county, whose territory practically covered the entire county. He argued in favor of having a minimum of districts because it not only saved in trouble but in expense of keeping them up.

### WEDNESDAY AFTERNOON SESSION.

#### Topic 6—Teachers' Summer Schools.

- (a) *Should the expenditure for these schools be centralized upon one or two strong schools or still further distributed among the counties? Supt. Philips of Levy.*

*Supt. Philips* spoke in favor of having only one or two schools and would have the very best of teachers placed in these. He said that the time had come when the teachers of the State would patronize a school of Methods, and that many teachers are now ready to advance in the profession more upon the lines of professional knowledge than upon the lines of text book knowledge. He thought that the plan of doing only the kind of teaching which would lead to a certificate has, in the past, been necessary; he had noticed that whereas this kind of teaching represented one stage or period of the growth of our Summer Schools, yet when there was a call for some professional work, there sprung up what might be termed the second period of development, and it was then that the State Superintendent had introduced the venture of a few specialists in primary work. When asked about the number of teachers that would attend, he said that the Summer Schools in the past having been attended mostly

y the poorly-paid and less conceited class, he thought the same kind and number would attend this school. Besides, the consolidation of so many schools as we had in 1897-1898 would so economize in money as to allow the employment of the best talent in the United States.

Following the close of the Central school there could be sent out the teachers and pupil-teachers to every county in the State and immediately organize County Institutes for two weeks: and others seeing the benefits of such training would attend the next year.

(b) *Supt. McRae* of Jackson was absent.

(c) *What new features should be introduced and what improvements should be made in their conduct?* Supt. Turner of Citrus.

The suggesting of new features and the idea of conduct may be an easy matter to us but getting them put into a practice is another story.

Not over twenty per cent. of the school teachers of Florida are reaping the benefits of our summer schools. Of the numerous factors in the Public School system, Summer Schools for teachers are justly recognized as being the most potent for good to the whole people when wisely conducted, and the most wasteful and delusive when not wisely conducted. Under the most favorable conditions the Summer Schools are quite apt to be delusive, while under unfavorable conditions they are sure to be.

We hope for a change in the present method of Summer Schools. Then, in dismissing the purpose of Summer Schools, I will say that any Summer School that does not benefit our teachers as a whole, and aid the county superintendents, in recognizing the true and worthy teachers, is not a success.

*New Features:* The usual Summer School is not long enough to accomplish very decided or tangible results. It is doubtful whether county Superintendents or Instructors realize how little in soul nourishment—real teaching—the ordinary teacher carries away from the usual Summer School of one month duration. Every conscientious Summer School manager regrets deeply the time and funds are generally so limited.

Teachers who attend Summer Schools merely to pass the state uniform examination—which I shall say, by way

of parenthesis, are most excellent—and not to study the theory of education or the method of good recitations ought to feel disappointed or humiliated in their work.

The mere imparting of information, training of the elementary subjects of education, cannot be ignored, of course, in most Summer Schools.

Rudimentary work to a certain extent must be done. But it should be done in a model way. To catch this spirit to an effective extent, so that it shall become an abiding and moulding force in the daily school work requires close contact with a live, earnest soul, and the the longer the better.

*Improvements:* A method to secure the largest possible attendance. How this can or shall be done is a question of no little concern. However, it may be accomplished in various ways, 1st, By legislative enactment. 2nd, Perhaps by extending present certificates under certain conditions. 3rd, By school Boards giving prestige to those who attend.

I will say in conclusion that we should strive to employ the best talent in the land as instructors, to have longer terms and better attendance and our Summer Schools will be equal to those of other States, and in reality as well as in name be Summer Normal Schools.

*Supt. Geiger:* Opposed the concentration of the Summer Schools into one Central School because:

1. It takes the school away from the people, as shown by the fact that 80 per cent. of the teachers attending Summer Schools come from the counties in which a school, at the time, is located.

2. There is no reason why we should turn our Summer School into a school that professionally prepares teachers, when the State maintains such a school at DeFuniak and for such a purpose.

3. It would be impossible to find a sufficient number of expert teachers who are unemployed.

4. Teachers in different counties may be teaching at the time the school would be opened.

5. Teachers are not yet ready for a school that shall do purely professional work.

*Supt. Glenn* said that academic knowledge can be had in different good schools of any county; but that we need Summer Schools to give more professional training.



*Supt. Owens* favors each county having a Summer school whether from the State appropriations from the county funds, and would arrange the plans so as to adopt the teaching to the third grade as well as the first grade teacher. He spoke of the State Summer School as giving benefits to the higher grade teacher rather than to the third grade teacher, and therefore believed in the county conducting its own school.

*Supt. Cook* spoke against consolidation of Summer schools because the teachers could not afford to pay railroad fare and board.

*Supt. Compton* favored one or two centrally located schools:

1. The cost of attending a school in some other county is very little more than one in one's own county.

2. Each county needs a few well trained teachers to give an incentive to the others.

3. A school of methods would give a fine opportunity for county Superintendents to attend and learn, and thus equip them for doing better work among their own teachers.

*Prof. Arthur Williams* gave it as his opinion that the teachers who received small salaries would not be able to attend such a school. He was asked if he had not observed in his long years experience as a teacher of Summer Schools, that the majority of those in attendance were not small salaried teachers; to this question, *Prof. Williams* replied that he thought perhaps that was true.

The convention having gotten behind in its work the discussion of TOPIC 7—AGED TEACHERS CERTIFICATES AND TEMPORARY CERTIFICATES was not taken up. The State Superintendent requested all who had the subject assigned them to hand in their papers to the Secretary.

(a) *What facts suggest the propriety of abolishing the provision for special examinations and temporary certificates.* Supt. C. A. Snowball.

The provision in the school law permitting a county superintendent to issue temporary certificates, is intended for his relief in an emergency, that he may in this way be enabled to place some one in charge of the vacant schools of his county when teachers holding regular certificates cannot be obtained. It is not intended to relieve the teacher from taking the regular examination.



In theory, the provision is a good one, but in the light of practical experience, its wisdom, to say the least, appears questionable.

The additional duty imposed upon the Superintendent of preparing the questions for, and giving special examinations is onerous. The demand for these examinations are usually after the regular examination in September, and at the time when all the schools of the county are opening, so far as there are teachers to open them, and require the entire attention of the Superintendent, which, together with the necessary duties at his office, leaves him with no time for special examinations, without sacrificing some other part of his work, for which nothing is sometimes received in return, except the scoring he gets from a disappointed "client."

Among those who apply for special examinations a few are competent and desirable teachers, who, by reason of residence in other states, or other circumstances have not secured certificates in a regular examination; but most of these applicants are such as willfully evade or, are conscious of their inability to pass in, the regular examinations. This class of applicants depend upon the pressing demand for teachers, and the petition of patrons of certain schools to secure for them special examination and a temporary certificate that they may teach those certain schools, where their services have been invited. In the minds of too many of these patrons personal appreciation stands above professional proficiency, and though the applicant may be very deficient, if he fails to receive a certificate the Superintendent is at once assailed for making his examination "too hard," or accused of "turning him down" for some personal, political, or other reason than the right one. The effect of this is to create a sentiment of discord against the Superintendent and the school system; so that when duly qualified teachers are sent to these disappointed communities, they find their work very much affected by the discontented feeling there existing.

The uncertainty of the life period of a temporary certificate is a decided reason why it should not be issued. The hope and disappointment which it creates has a demoralizing effect upon the interest in our schools wherever it is issued. Under the law as construed by

ir State Superintendent, a "regular" examination may be ordered to be held at any time that his judgement may dictate, and when held, the life of the temporary certificate expires, and the holder must secure a certificate at the regular examination or cease to teach. Notwithstanding he is under contract, executed in accordance with the law, and in good faith with the school board, for the period of the entire second term, he must dismiss the school, to remain closed, perhaps the rest of the term. The effect of this is disappointing to the children, irritating to the parents, and tends to destroy interest in, and respect for, the system of education these people are required to support; and should we wonder that they feel dissatisfied. I think it would be far better if that temporary certificate had never been issued.

Strike out of the law that provision for special examinations and temporary certificates, or else, if issued after the regular September examination, give the certificate permanent life 'till the end of the term for which it was issued; and let the County Superintendent answer to his people for the quality of teachers he may thus provide for them.

### WEDNESDAY NIGHT SESSION.

#### Topic S—Kindergartens in the Public Schools.

*The necessity of Establishing Kindergartens in Our Public Schools.*—Miss M. C. Livermore, Green Cove Springs.

I understand this to mean:

If we would have our public schools give the best possible training to our children, then it is necessary to establish kindergartens as their foundations.

It is my duty to try to prove to you, in a few words, that this is true, and *why* it is true.

The Kindergarten system, founded by Friedrich Froebel, was the result of his own unhappy, unsatisfied childhood, and of his many years' experiences as a teacher of youth. He found pupils so deficient in their early training that he sought younger and younger children to teach, until he came at last to the babe in its cradle, and to the mother. Froebel claims that in the babe are the germs of all that it may become, and that whether these faculties

are developed or blunted,, depends upon the early training of the child.

Let me say right here that the time is not far distant when the study of Froebel's system of child nature will be considered an important part of the education of every well-educated girl, and will be required of every teacher of young children, in or outside of the kindergarten.

The first three or four years of the child's life belong to the mother. Happy the child whose mother has made a careful study of child nature and child nurture. At the age of three or four years, according to the child's development, he needs something outside of the home. He craves companionship with those of his own age. If he is active and energetic, he needs vent for his energy; else he will become mischievous and lawless—if passive he needs to be aroused. If misunderstood and called bad he will soon become so.

To plunge a child of this age into an ordinary school where he must stop talking, sit still, try to learn something that he cares nothing about, and do nothing more of the time, would be to blunt his mental faculties, and give him a distaste for all school-life.

It is for this age, from four to six, that the kindergarten comes in between the home and the school, and furnishes just what the child is craving. Companionship, exercise for the restless body in marches, action songs, calisthenics and games. His enquiring mind finds pleasure to occupy it—he is given opportunity to try his own experiments, and find out things for himself. His questions and interests are met with ready and encouraging sympathy. At first to the little four-year-old it seems like play and he does not realize that his play is being directed for some wise purpose, but the play glides naturally and easily into such real earnest work as gives the child the power of application that he cannot possibly get at home.

Long before Froebel's day it was known and stated as the first principle of pedagogy that the pupil is educated, not by what others do for him, but by what he is to do for himself; but it was Froebel who first devised a system of so-called "gifts" and "occupations" for carrying out this principle.

The first two gifts are wool balls of the six primary colors—red, orange, yellow, green, blue and violet.

and the wooden sphere, cube, and cylinder, fundamental forms in nature. The child is led to notice similar forms about him, and to think and to talk of the corresponding forms in nature.

The sphere leads to talks about sun, moon, and stars—the earth, seeds, fruits and vegetables. He finds his body, his limbs, his fingers, shaped like the cylinder; he finds the same form in the trunks of trees, the stems and roots of plants,—in the bodies of animals. In a word his eyes are opened to notice and compare forms.

He traces the material from the wool on the sheep's back, through all its processes to the wool of the ball and his own clothing. He traces the wooden sphere from the seed, and growth of the tree, through the work of the woodman, the miller,, and the factory, and carries out these and many other stories in his play in the sand box. He becomes familiar with the prismatic colors,, and their shades and tints. I have yet to find the child who cannot be taught to distinguish colors. Color blindness is color ignorance. How many terrible accidents might have been prevented by a study of color in childhood

The next four gifts are building blocks, advancing from the eight simple inch cubes of the third gift and the bricks of the fourth, to the larger dividend of the fifth and sixth, which contain also half and quarter tubes, introducing slanting faces for roofs of buildings, and bricks divided into columns and square plinths. Beginning with the crude little buildings possible with the third gift, the child advances in the sixth to the beauties of Grecian architecture with its column, base and capital. These building gifts furnish opportunity for an endless amount of invention, and through the talks in connection with forms invented and the accompanying songs and games, the little worker becomes familiar with the work and tools of the blacksmith, the miner, the shoemaker, the farmer, the carpenter. He realizes the value of labor, learns to respect the toiler, and to look forward to the time when he, too, can help in some way, the work of the world.

The building gifts also introduce the child, pleasantly, to combinations of numbers, and to fractions, that bug-bear to many children. He knows, by happy experience, much about halves, thirds and fourths. He changes

ives into quarters and eighths, ninths into thirds, and twenty-sevenths into ninths, he adds, subtracts, multiplies, and divides—he fits carpets to his floors and fences round his gardens. He learns the rudiments of arithmetic and geometry by doing practical work. The remaining gifts are square and triangular tablets, sticks of different lengths, and rings of three sizes with their halves and quarters. Thus the child is led from solids to surfaces. The geometrical and artistic forms laid with these are often made permanent by pasting, sewing, or drawing similar forms. Other occupations are weaving, paper folding and cutting, clay modeling, etc.

It is needless to say that in all this the hand has been trained to do careful and skillful work; the eye to see what is true, orderly, and therefore beautiful, and the mind to think.

But through all the work with gifts and occupations and games, the child has been learning the most important lessons of industry, patience, neatness, unselfishness and courtesy. In a word, character building has been going on from day to day.

Through songs and stories, and his own observations, he has learned about trees, and animals, birds and insects and flowers; the work of the sunshine, the clouds and the rain. He has imagined himself with Pilgrims and Indians, with Washington, with knights and heroes and children of other lands.

Now let the child go into the school. Which will be the better prepared for the work of the school, this child, trained to listen, to think, to work, trained to self-control or the untrained child from the ordinary home?

I knew from my own experience with such children that the kindergarten trained child is now just as eager for reading and writing and arithmetic as he has been for the other work that he has loved so well. Those who think that the kindergarten is all play are invited to spend a day or two in one, and be converted. Where the kindergarten becomes a part of the public school system, it becomes at once the property of the community, furnishes the opportunity of right education for all, instead of merely for the favored few.

In the South there is even more need than in some other parts of the country for making the kindergarten

part of the public school system, because of the necessarily shortened terms of school, and the early age at which many are obliged to leave school. It adds two years to the school life, and those the most important years of all.

In conclusion, I urge that the kindergarten is based on true principles, and presents the best educational practice. Its results lie in quickened observation, in habits of attention and perseverance, in brightness of mind, in command of speech, in strengthened health, in a reverential tone, in gentle conduct, in a happy, well-developed childhood.

Prof. H. E. Bierly, of the State College, was detained on account of illness, but sent paper which was read by Prof. Arthur Williams and illustrated with apparatus.

Supt. Sheats called up Supt. Wood to read his paper that had not been read owing to his absence on Tuesday evening.

*The Ideal Function of the Ideal Superintendent.* Supt. J. E. Wood of Suwannee.

Supt. Wood said the Ideal Superintendent should:—

1. Co-operate with his Board in economizing.
2. Should inform himself of the conditions of his people in church, homes, society, politics and schools.
3. Should be a student of professional matters and current literature.
4. Should gain the confidence of school board in order to have his plans carried out.
5. Should be a student of human nature, to know when to commend, when to criticise.
6. Should be enthusiastic, but not partial.
7. Should know his teachers individually.
8. Should visit the homes of the people.

Supt. Hare of the Florida Institute for the Blind and Deaf, was invited by Chairman to address the Convention. He spoke briefly in explanation of the school for Deaf and Blind, at St. Augustine. He discouraged the idea of an Asylum, and said that his school was a part of the public school system of the State.

## THURSDAY MORNING SESSION.

## Topic 9—Teachers' Examinations.

(a) *What reasons suggest a change from the present system?* Supt. J. D. Cottingham of Putnam.

*Supt. Cottingham* spoke from notes. In reference to the questions used in examinations, said that, when he was a teacher, the questions were hard enough. He gave the following criticisms and recommendation:

1. Counties do not complete the examination simultaneously and within the three days.
2. Lack of uniformity in grading.
3. Too many transferrable certificates.
4. Too many special examinations.
5. Confusion arising from mixing up examinees' papers. He would have a book for each examinee that can be sealed at the completion of any branch, and at the close of examination, be signed and filed.

These and many other reasons might be given, but the present uniform examination system has done so much for the children of our State that it might be best for us to let well enough alone and to administer the present law honestly, earnestly, faithfully, to the very best of our ability.

(b) *Why would a State grading committee or one for each judicial circuit be better?* Supt. P. F. Fisher of Calhoun.

The subject of uniform examinations and grading committees has been talked about, written on and criticized for several years.

Some favor while others condemn.

As for myself I heartily approve of a uniform examination system as long as it is carried out without fear or favor, and in accordance to law. But to my subject.

"Why would a State Grading Committee or one from each judicial circuit be better?"

First let me ask: Is the grading of examination papers properly carried out? If so then the present system is good. If the grading is not properly carried out who is to blame?

It must be either the county Superintendent, grading committee or the County Board of Public Instruction

who may possibly have selected an incompetent Grading Committee. We can not get around believing that there have been frauds committed in examinations in the past from the mention of such sent out to us in circular by our Honorable State Superintendent, who in his great charitable heart would not mention such matters unless he had good cause. And now comes our esteemed friend, the Poet-Editor of the Florida School Exponent, Prof. Tom F. McBeath, who in part says: "Let all honest, faithful school officers and teachers lay aside prejudice and if need be self interest, and unite in demanding, of the next legislature the creation of a State Board of Examiners, etc."

Gentlemen, the saying is, "One swallow don't make a summer," but when we see two full grown swallows coming from different directions, one from Tallahassee the other from Jacksonville we may put it down that summer is hand, and that there is something radically wrong in the present system of grading examination papers. Yes, I am in favor of a State Grading Committee.

1st. Because it would secure a uniform fairness in grading.

Examination blanks are sent out by the highest State educational authorities, then let us have a State Committee to pass on the answers of the same.

2nd. Because it would remove a temptation to commit fraud by county school officers.

Gentlemen, I am not here to accuse or accusing any one of committing fraud, but by removing the temptation we make ourselves doubly secure.

3rd. Because it would relieve County Superintendents of all responsibility in the matter.

I am well aware that it is said by a great many of our people when a teacher fails to get a certificate, that the County Superintendent is at the bottom of it.

4th. Because we could have some of the best educational talent in the State as a grading Committee. Men and women of broad intellectual minds who are willing and capable of giving justice to each and every one.

And lastly, we could depend on a teachers' certificate being worth its face value if graded by a Grading Committee composed of men and women who have the best educational mind, broad views, and willing to keep the



standard of educators as high as possible. Such a committee ought, I think, be a State committee.

Before closing on the subject of examinations permit me to say a few words in regard to a little county, west of the Apalachicola River and named after the great statesman of South Carolina, John C. Calhoun.

I am here representing that county as its County Superintendent, and have held examinations twice a year since our Uniform Examination Law was first enacted, and will venture to assert that the foul breath of scandal in regard to any fraud being committed in holding our examinations was never scattered abroad.

I will also venture to say that our Honorable State Superintendent will endorse this assertion.

We may be poor, but we are honest, honest enough to execute the law as we understand it, and willing only to abide by what will serve the best interests of the children of the State.

If the State Grading Committee is a step in the advancement of educational progress, and the best way of giving teachers full and equal justice all over the State—then I say give us such a law as soon as possible, for our children need every thing that is best in education.

I have not touched on the matter of having Grading Committees for each judicial circuit for the reason that I consider the State Grading Committee better in every respect for in such a committee we will have State uniformity, and the best talent the State can secure, who I dare say will acquit themselves of the task in an honorable and conscientious manner

And in conclusion I will say—let us lay aside all prejudice and if need be, self interest, and unite in demanding of the next legislature the creation of a “State Grading Committee” who will give us uniformity in the grading of examination papers.

(c) *What are the arguments in favor of a State Board of Examiners?* Prof. Tom F. McBeath.

Prof. McBeath read a paper and by a vote of the convention was allowed to retain the same.

(d) *Should the examination questions for the two races be different?* Supt. J. H. Girardeau of Jefferson was absent.

Supt. W. B. Lynch, of Orange, read the following.

In the education of the negro in Florida, as elsewhere in the South, we have made a disastrous failure. Something is wrong. It will not do for us to say we are throwing away millions of money on the negro, though it may be so, and not propose some remedy for the evil.

We must study with that earnestness, which the weal or woe of our children to the latest generations of our Republic demands. Heretofore in the history of races, no two races with equal political privileges under the same government have lived in peace, and almost invariably the inferior race has disappeared; if left, has been only a thorn in the side, festering, reducing vitality and finally wounding to death.

Our obligation to the negro requires our utmost exertions to prevent his destruction and to make an exception to the heretofore invariable destination of the weaker race.

Our State has established a Normal and Industrial School for negro youth; somewhat on the plan of the Booker Washington Institute. But there has been no provision in the counties to advance the industrial teachings of this College. No race has ever risen to any usefulness, moral, mental or physical, unless first he received education of the hands. To attempt to teach the profoundly stupid Guinea Negro anything else at present, than to work in the farms, in the shops, in the bakeries, the stables, with more dispatch, with more zeal, more neatness and cleanliness, with some definite object in view as a stimulant, is folly.

Our present laws place the two races on exactly the same level in the uniform examination. The folly and ignorance therein displayed must be now clear to every one with an ounce of discernment.

In the counties we are attempting to improve the moral and mental forces of negro youth without giving him any material basis upon which to build any hope for future elevation in the sphere where he can alone be a useful citizen, happy in his prospects and new-born aspirations and causing happiness to his white brethren from his increasing usefulness and his moral and mental improvement.

Under the present system there is shown an increase among the negroes of idleness, vagabondism and crime,

which furnish our jails and penitentiaries with the largest per cent of our criminals, our streets with loafers and ready made thieves for all unguarded valuables, and an ever present dread of violence to the weak and unprotected.

How much the failure in our system of education is to blame for this state of things and how much influences beyond our control are to blame I cannot say, but the appalling fact is upon us, and we must bestir ourselves or we will be too late.

The authorities should enact that in each county there should be established an industrial school for negro youth. The teachers in these schools should not be required to take the Uniform examinations, but be appointed upon producing a Diploma or certificate of proficiency from the State and other industrial schools of good standing (and these might be named in the act.) We have such a school in our county under the management of a Booker Washington man who has raised something over two thousand dollars and put up upon a good tract of land donated for the purpose a substantial building containing four excellent school rooms on the first floor and twelve dormitory rooms on the second. He has made a beginning with a blacksmith, carpenter, dress maker, music teacher and seamstress also type setter. The board only pays the salary of the principal and his wife.

This is just a beginning and we are hoping much from it. It is no longer an experiment. The better class of the negroes are delighted with the opportunities it affords. A few oppose it, but mostly those whose former standing in the little negro village seems to be eclipsed by the success and prominence of a new comer.

My experience with the negro is that if you convince him that a certain course is for his good and show him how it can be successfully followed, he will exert himself to do his work well. But he must have confidence in you, and it is the white man's duty to establish that confidence on a lasting foundation.

In regard to a change of the present uniform examination in favor of the negro, I am not so zealous. It might be well to lower the average for the 2nd and 3rd grade certificates for them. It might be better gradually after establishing an industrial school to discontinue the ex-

inations entirely except for teachers in the larger ones, and transport all rural pupils to the Industrial school for eight hours a day.

The expense of running the negro schools of a county this way, I am not prepared to give so as to compare it with the expenses of the present mode. But I feel sure that it would not greatly exceed the aggregate of the salaries of teachers as now employed and even if for a time it did, if the plan is feasible, the ultimate good accomplished will outweigh all the objections on that score.

Some alteration is demanded with irresistible authority.

Cost what it will, it must come and come soon or amity to both races is imminent and certain and the negro is the chief sufferer.

*Supt. Thrasher* opposes taking from the Counties the right to have papers graded there.

*Supt. Cook* does not believe that a committee selected by the State would be more honest than one selected by the county.

The present one gives satisfaction.

*Supt. Compton* said that the charges of unfairness usually came from disappointed teachers or personal enemies of the school officials. He thought it was about time to have those people who were the accusers to prove their contentions and punish the guilty, if there were any. He objected to the generalities made use of by so many accusers, and would have them to specify their charges and thus remove what might be a stigma upon the system.

*Supt. Merritt* agreed with *Supt. Compton*.

*Supt. Mims* agreed with *Supt. Compton*.

*Supt. Lynch* said that at one time he had thought of the advisability of a State Grading Committee, but had decided to oppose the transfer of this duty from the county, since so much had been said that had not as yet been proven, about the unfairness of county examinations.

*Supt. Russell* spoke in favor of the county grading its own papers.

*Supt. Pinkham* said that it would be made to appear that the County Superintendent was a dishonest person, or else a very careless official, either of which he repudiated.

## Topic 10—Assistant County Superintendent or Supervising Teacher.

- (a) *Supt. Holloway* was absent.
- (b) *Supt. Jones* was absent.
- (c) *The Practical Teaching of Experience With a Supervising Teacher.* Supt. R. E. Mims of Breva

In all enterprises the first element of success is a proper beginning. I fear that in the past, we have not, the conduct of our school affairs, begun right from business standpoint. Our aim in education should be to train boys and girls for the practical details of life, to fit them thoroughly for earning a livelihood, this training then should be order, method, system.

Our schools need system, method and order, like every well regulated business. The County Superintendent whose office affairs are conducted at the sacrifice of either of these important elements, need not expect those qualifications of his teachers.

The teacher, not possessing them, is incapable of instilling them into the lives of his pupils.

What merchant, farmer or tradesman, would seriously consider, for a moment, the employment of 50 or 100 employees and be content to subject them to the supervision given the teachers in our public schools.

The law is satisfied when a Superintendent visits each school for one hour during the term, in some cases schools are not visited at all, during the term.

If not, why not? In justice to the average Superintendent we assert that he has been so handicapped as to prevent his doing so. The multiplicity of affairs connected with his office has entirely precluded the possibility of his doing the work thoroughly—it is a physical impossibility for one man, no matter who he may be, nor in whatever school of life he may have been trained, to do all that is necessary in finance, business, clerical details, and work, besides the actual supervision of numerous teachers in a field of labor scattered over a territory a hundred miles in length, difficult of access, tedious and slow of travel.

In my county buggy and horse, sail boat and railroad have to be called into requisition.

My predecessor told me it required three months to visit the schools properly. What is to become of the business, office and correspondence, while one is tramping through wind, weather and water for this length of time? The difficulty is we have allowed our school affairs to become, by seemingly mutual consent, secondary and commonplace. It is easier to raise tax money for almost any other enterprise than for school purposes.

The five mill limit is an object lesson of the hugest proportions.

We can no longer be content to quietly work and wait. "He who would be free, himself must strike the blow." Let us, henceforth, feel that we have, costly, learned the lesson to press our needs before the people—they will be reasonable when convinced that we are going to judiciously expend revenue entrusted to us. The Superintendent *needs* an assistant—Supervising Teacher or Inspector, and it will handsomely pay for the investment. We have one in our county; and as a rule, schools opened during September and October. From week to week, in given territory, work began; the inspector being present at the opening of each school, carrying necessary supplies, and assisting in the proper grading of each pupil. We wanted to try and begin right. After supplying a school, all surplus books were carried away, by the inspector, and thus from school to school the work of opening went forward.

The Superintendent engaged closely in office work, correspondence with teachers, patrons and the public, was promptly forwarding necessary supplies, that the work might be effective from the start; realizing that each day which passed without proper material on hand, was time lost, the idea being to reap the greatest results in a given time—believing that many schools in the past have been handicapped for the want of material with which to do the work *needed* at the *proper time*—thus avoiding the delays that have heretofore marked the progress of our schools, both Superintendent and Inspector putting in six days of honest labor, each week, for the schools, and the work to be thoroughly done demanded the effort. The Inspector is constantly engaged, traveling around, assisting in getting each school's affairs into practical shape. We want to find out, as soon as possi-

ble, what property of every description, in books, supplies, etc., belong to the County Board—we want the responsibility placed upon some one authorized to act in the matter and have a *receipt* for each and every article. As supplies are sent out we take receipts. The Inspector's movements should be so timed as to be, if possible, present at the closing of every school, to assist in the transfer of property from teacher to supervisor, noting condition of books and property, placing the responsibility of loss or damage upon the proper parties.

Patrons need more visiting and more thorough enlistment of their sympathies in the work of educating the children. Much, much is to be done—work that only one who has come in contact with schools can appreciate.

In the upbuilding of a uniform system of discipline, in the improvement of methods of instruction, in the proper making out of school reports, in the numerous details of “keeping school,” the average teacher needs supervision and assistance, far beyond the ability of the Superintendent to give.

Each teacher visited will doubtless have some special point of merit in his work, which a traveling teacher will readily see, and thus from school to school, from time to time, like a traveling teachers' institute, the best things will be handed round, as it were.

We mean no reflection upon the teachers; we intend it in all kindness, as a stepping stone to greater capacity and usefulness. We apprehend there are few cases of criminal negligence or incapacity; but should they exist, the sooner detected the better.

We have seen this system of inspection work in big corporation business—it is being done from day to day in the various marts of business. Shrewd men of affairs, insist in a thorough oversight and inspection of their interests, why not the schools?

## DISCUSSION.

*Supt. Giddens* said the employment of a supervising teacher would add to the expense account and then, too, such a person might not co-operate with Superintendent.

*Supt. Glenn* spoke of the crying need of better supervision of schools, but feared a supervising teacher would conflict with the County Superintendent.



*Supt. Cook* said if a supervising teacher would work in perfect harmony with the County Superintendent that the schools would be benefitted; but if not, more harm than good would be done, by the employment of an assistant.

*Supt. Pinkham* sees no particular reason for having so much machinery and thinks that too many safe guards are attempted.

(c) *What qualifications should be prescribed by law for County Superintendents.* *Supt. Geiger* of *Clay*.

When we make the inquiry, "What qualifications should be prescribed by law for County Superintendents?" we naturally ask ourselves another question: "What is the proper work of the County Superintendent?" When we determine the nature and purpose of his office, and what he is designed to accomplish, we can better decide what are his necessary qualifications. What concerns us here are not alone the present legal duties of a County Superintendent, nor what the County Superintendents throughout the State are accomplishing and have accomplished, but it is: "What is the true scope and aim of the office, and what work should the County Superintendents do so as to advance most effectively the educational interests of this State?"

The work now done by County Superintendents may be divided into three parts: First, The clerical work of the office. Second, Co-operation with the Boards of Public Instruction in managing the material and financial interests of the schools; and third, the supervision of the teaching done in their respective counties. Besides these three main divisions of their work, there are many miscellaneous demands upon their time which cannot be disregarded. They are required by law to convene county institutes and to see that they are properly conducted. They must attend educational meetings and participate in their exercises if they would keep abreast with the times. They must mingle with the people of their respective counties and must exert themselves in various ways to arouse and to keep alive an active interest in education.

Probably all County Superintendents emphasize one or another division of their work, and so cause the others to



suffer from neglect. No one man can give to each division all of the time and attention that it should receive. It is necessary, then, that they know what the main and vital part of their work is, so that they may do that and not leave the other undone. There must be one leading division of the work that is more important than the others. This cannot be clerical office work, though that sometimes receives the most attention. Surely a Superintendent is more than bookkeeper for the schools of the county. It can hardly be the work of looking after the financial and material interests of the schools. He has certain advisory and executive duties, here, but this work is done mainly by the Board of Public Instruction, who are elected for that purpose.

The title itself is probably a correct key to the real nature of the office. He is the Superintendent of Public Instruction. His position is that of master workman. He has the supervision of the work of all the teachers in his county. He occupies the place of expert teacher. He must see to it that the teaching in his county is well done. It is his duty to help the teachers to improve their teaching. He must labor to have wrong methods discarded and right ones adopted. He must see that the children of his county are properly taught. Here lies the heart of his work. This is the real purpose of his office. His other duties are secondary in importance to this. If he fails to aid, guide, and inspire the teachers of the county in their work, he will fall far short of accomplishing the purpose of his office, however well he may discharge all other duties assigned to him.

In order to accomplish this work he must have the qualifications of a well equipped teacher. He must be able to tell good teaching from poor teaching. He must be able to see defects in work of teachers, and to suggest remedies. He must know how a school should be organized, governed, and taught. He should have the ability to take charge of an entire school or a single class and to handle it in such a masterly way as will be suggestive and inspiring to the teacher. He should show a real and active interest in all school exercises conducted in his presence. Teacher and pupils should see that he is thoroughly acquainted with all the facts of the lesson in hand and that he is interested in them and appreciates

ir importance. Deception is impossible here. The perintendent cannot by any ostentation convince either cher or pupils that he has knowledge which he does possess, or that he feels an interest which he does feel

An ignorant Superintendent cannot be very highly re-cted. Even a child who has learned his lesson feels itself superior if he has reason to believe that the Superintendent could not recite the same lesson as well as

If the Superintendent is not well informed on all branches taught in schools, and if he is not thorough-acquainted with the work of the schoolroom he can as-: the teachers very little in their work, and teachers and pupils will soon learn this. His visits to the school will likely be occasions for rapid and meaningless attempts at speech-making on his part, and of indifference on the part of the school. Such supervision is farce.

It appears then that a County Superintendent should be an excellent teacher. He should be so eminent an educator that teachers will gladly learn of him. He should be so deeply interested in the work of the schoolroom that his presence there will be an inspiration. Such one can be found only in the rank of teachers. Every good teacher, of course, would not make a good superintendent, a person may make a success at teaching but fail at supervising the work of teachers. But it is absurd to expect one to oversee work which he himself cannot do. In my humble judgment no person should be eligible to the office of County Superintendent who does not hold a first grade certificate and who has not taught successfully at least two years. If County Superintendents are forced to study and take the same examinations as the teachers take, they would be kept in closer touch with the teachers and their work. If they have not taught two years at least they cannot have their sympathies properly enlisted in the work. However scholarly one may be, he must have had experience in teaching and be prepared to oversee teachers.

These are the minimum qualifications that I would suggest. Many qualifications cannot be measured, but it is perfectly practicable, and it seems to me reasonable, to make these requirements. A County Superintendent who cannot obtain a first grade certificate is certainly

not equipped for his work. If he has not taught he cannot do his work effectively. He should have ample scholarship to enable him to secure a State certificate. He should have the knowledge, culture and inspiration which comes from a liberal education, and he should have had long and varied experience as a teacher. But the salary of County Superintendent is not sufficient to cause many persons with such high qualifications to accept the position. Since the pay of County Superintendents is continuous throughout the year, however, while that of teacher is not, enough teachers of high standing who hold first grade certificates could be found to fill the office in every county.

Superintendents should be required to visit the schools oftener. They should do more model teaching in the schools. This part of their work should be emphasized. They should be relieved of duties which interfere with this essential division of their labor. Where necessary, they should, I think, be given a clerk to do much of the office work, so that they may spend most of their time in the schools. They should fulfill the purpose of their office. They should actually and effectively superintend the work done by the teachers of their respective counties. And they should be chosen with special regard for their fitness for this work. Their selection should be removed as much as possible from politics. Politics should have no more to do with selecting a Superintendent than it should have in choosing a teacher. Probably it would be better if County Superintendents were appointed. At any rate, they should be chosen on account of their preparation for the work of a master teacher, a Superintendent.

Owing to the lateness of the hour it was decided not to call up the discussion on the next Topic, but to have the papers handed in to the Secretary without reading.

(a) *Should there be consolidation in the State Schools for Higher Education?* Supt. T. H. Owens.

State institutions are the mediums through which the majority of our State teachers are qualified. They are schools established for teachers and the wealthier class to attend, and it is a matter of little importance where they are located. Treating this subject from a financial

stand point I must say that our State has too many institutions to be sustained from our present State School Fund. But with the supposition that our school fund is sufficient to maintain all of our State institutions it is not economy to do so and they should be consolidated for that reason, if no other.

But let us look farther into the details of the subject and see if there are not other reasons for consolidation. We have at least four State institutions of a military nature and none of them giving a finished education, none of them sending out professional men and hence our boys must go off in search of something that should be placed within the bounds of their own State.

The greatest defect in our State schools is that the curriculum is too low. We are spending too much money in sustaining schools of a preparatory nature. Our schools are not what they should be, they are not meeting the demands of the time and our boys, after finishing the course of study prescribed by our State schools, are only qualified to enter the better class of universities.

Should the citizens of the State of Florida say "Sister States, here are our boys and girls, we have prepared the material for men and women, but we have no architect. We have crystalized into diamonds, but you must polish them." Ah! my friends, let the environments of our boys be of such a nature as to develop the highest type of citizens.

Let consolidation speak in thundering tones to our Legislature and say, "Curtail the number of State institutions, centralize our school fund into fewer schools and offer our boys a finished education." The school fund, whether State or County, should be utilized in such a way as to give to our youth what they demand.

Consolidation is the primary step by which this can be accomplished. We could give to those attending the State schools a much higher education and the same training they are getting now with much less cost and have a surplus of several thousand dollars to be expended on rural schools, which are the *Alma Mater* of the greater part of our boys. Back in the rural districts are the brown handed boys that are sure to be citizens of our State, but cannot hope to enter our State institutions should there be one located in each town. The father

that is able to send his son to a State school in his own country can send that boy to any State school, regardless of where it is located. It is *prima facie* evidence that consolidation would give higher education in our State schools and not cripple the advantages offered at the present time. "Be it our part in our day and generation to do what we can to extend the boundaries of human knowledge." Consolidation of State schools for higher education would send out more proficient men in all professions, and the effect would be felt in every dark nook and corner of our fair State.

"In unity there is strength," cannot be disputed even in school work. The average attendance of our State schools is comparatively small considering the number of schools. We know that it is high time to make some change for the advancement of civilization.

Home talent is being neglected because our State does not offer to its youth such advantages as are offered in other States. We have as bright intellects in Florida as any State but unless we consolidate our schools and send out stronger men our bright minds will not shine with the same brilliancy as some of those of our sister States.

May the time speedily come when we shall have fewer schools and more school, from the rural districts to universities of highest standing. To centralize the school fund by consolidation means to mount one round higher and the ripple produced will not stop until it has visited every school from the university to the lowest grade of public schools and planted within them the desire for higher education along all lines and in all grades of schools.

(b) *Should the necessary expenses of teachers while attending the State Association be paid from the county fund?* Supt. A. M. C. Russell of Hernando.

The question has been discussed time and again by school boards and different conclusions have been reached by different school boards.

A common argument advanced against the payment of the necessary expenses of teachers attending the State Association has been that the teachers' profession should be regarded and treated as any other profession, that the public do not defray the expenses of attendants from

other professions upon their annual associations; therefore, the expenses of teachers should not be paid; second, that the increased efficiency of teachers, produced by such attendance, brings its own reward in increased salaries; the compensation in other professions increase as the proficiency of the individual in the profession increases; that teaching, being one of the professions, influences its compensations in the same way; therefore the teachers should not be favored more than any one else in assisting them to a greater efficiency in their profession.

I believe that several satisfactory answers can be made to these objections.

1. The other professions are not related to the public in the same way as that of teaching is. The lawyer has his client and the doctor his patient, and compensation is a matter determined between them. The public as a public does not increase, lower or limit the compensation of the lawyer or doctor. As the skill and ability of gentlemen in these professions increase, so their remuneration increases. There is no limit to their increase, except the limits of their knowledge and reputation, which bring them their patronage. The public having nothing to do with them in the capacity of a public should have nothing to do with increasing their fund of knowledge or skill. Not so the teacher. He is directly the employe of the public and the public receives directly the benefits derived from his increase of knowledge and skill. It is therefore to the public interest to see that he has every advantage for improvement in his profession, and as the public receives the benefit of such improvement the public should bear its share of the expense. The compensation of the teacher is fixed by the public, represented by the Boards of Public Instruction, State and County, and the possibilities of increase are circumscribed to very narrow limits. If the possibilities of the increase of teachers were only limited by their knowledge, there would be some sound reason for the position that the public should not be called on to assist the teacher in his professional improvement. If he derived the principal benefit from his professional improvement, we would not be willing to favor assisting him from the county fund. But he can neither materially increase his income by his *proficiency*, nor is he the principal beneficiary of

his own improvement. The public through the school derive the benefit.

2. The possibilities of increase in teaching does not measure up to those of other professions. A third rate teacher cannot get one-tenth the income of a third-rate lawyer. The third-rate lawyer can increase his income ten-fold by becoming a second rate one, and a hundred fold by becoming a first-rate one. On the other hand, the third-rate teacher can only hope to increase his income about 30 or 40 per cent. by becoming a second rate one and about four-fold is about the outside limit of what the average teacher may expect in advancing from a third to a first rate teacher. Therefore the incentive of increase of income is not sufficient to justify the constant increase of expense necessary for progressive improvement. If attendance upon the State Association of teachers is of benefit in adding to the efficiency of the teacher, and I sincerely believe it is, then the school fund should assist the teacher in attending.

The present law forcibly deprives the teacher of compensation through the legal holidays, and public custom and usage forcibly deprives him of three or four days more, by compelling him to be idle while the people are celebrating during the latter part of December. If the teacher prefers to attend the Teachers' Association and thereby increases his fund of knowledge for use in his school, rather than idle away his time in festivities, then the school board should pay his necessary expenses as one in the employment of the board and doing the work of the board.

Teachers should not only be required to attend the place of meeting, but also attend the daily sessions of the association. I am not only in favor of paying the necessary expenses of teachers in attending associations to the extent of their salaries, but I am in favor of employing them preferably to others. Boards who pay the expenses of their teachers should protect themselves against loss by providing that no new teacher shall take the place of such teacher, unless proof can be shown that he attended the last Teachers' Association or has become a teacher since the adjournment of the last association. In other words, School Boards should pay the necessary expenses of teachers, not the association.



tion, and then see that they get the worth of their money back by employing only teachers who have attended the Association, to fill vacancies.

I would offer as a probable advantage to the School Board paying the necessary expenses of its teachers attending Associations this: The reputation of doing so would draw to the employment of such board a better class of teachers. Good teachers would rather teach in a county which assists them in their professional improvement. Teachers who attend the Teachers' Association are a better class than those who do not; they are therefore more desirable.

The Convention then went into Business Session.

### BUSINESS SESSION.

A motion prevailed to have the Chairman appoint a committee to suggest proper and convenient forms for Superintendent's Reports and office records.

Upon the committee was placed: Supt. Compton, of Lake; Supt. Cook of Escambia, and Supt. Philips of Levy.

A motion prevailed that it is the sense of this convention that the present method of selecting school officials is satisfactory and best. Upon this motion 27 affirmative votes were cast; none opposing.

A motion prevailed by a vote of 13 to 1 that the law permitting Temporary Certificates should be abolished.

A motion prevailed by 13 to 4 that the law permitting the issuance of aged teachers certificates should be abolished.

The report of the committee on resolutions was then received and voted upon by sections as follows:

**Resolved 1.** That this convention favors the amendment of the Constitution so as to remove the five mill county tax limit for school purposes and earnestly solicits the cooperation of all school officials and friends of education to this end. *Carried*, 30 to 0.

**Resolved 2.** That we heartily recommend the establishment of a graded school in each county with at least ten grades. *Carried* 29 to 0.

**Resolved 3.** That we favor compulsory school attend-



ance with proper limitations to suit the existing conditions in the State. *Carried*, 20 to 9.

*Resolved 4.* That we recognize the need of a standard course of study for the county schools and recommend that the State Superintendent, with a competent committee, appointed by him, prepare and distribute among the schools of the State, such a course of study with suggestions as to the best means of adapting the same to individual needs. *Carried*, 25 to 4.

*Resolved 5.* That we favor the consolidation of schools and to this end the transportation of reasonable numbers of pupils by school boards. We find that experience in at least nine counties of the State proves that such a system wisely administered results in better schools, better protection of isolated children and a reduction of expenses. *Carried*, 24 to 3.

*Resolved 6.* That we recommend the enactment of a law that will give to communities where financial and other conditions render it practicable, the right to establish and maintain kindergartens as a part of the public system. *Carried*, 19 to 7.

*Resolved 7.* That we heartily endorse the movement of Brevard county, looking to better school supervision in the employment of a supervisory teacher, as a wise and prudent expenditure of funds in that county. *Carried*, 24 to 1.

*Resolved 8.* (a) That sections 3 and 4 of Chapter 4678 concerning sub-districts be so amended as to permit notice of petitions and elections to be made by posting when the board of public instruction of any county may think it desirable; (b) that section 6 and 7 be so amended that all tax payers who were registered voters at the last preceding general election may be electors. *Carried*; (a) 26 to 3; (b) 19 to 7.

*Resolved 9.* That we favor the establishment of one central school of methods with a model school attached, and the distribution of the remainder of the summer school fund in the maintenance of institutes in various parts of the State. *Lost*, 14 to 15.

*Resolved 10.* That it is the sense of this body that the text books used in our public schools should give Admir

al W. S. Schley full credit for the victories won at Santiago. *Caried*, 29 to 0.

J. C. COMPTON, Chairman,  
C. L. HAYES, Secretary,  
B. C. GRAHAM,  
E. L. McDANIEL,  
J. MARION DIXON.

The following was also presented:

Resolved that it is the sense of this body that the commission of County Treasurer on school funds should be paid by the County Commissioners. *Carried*, 28 to 1.

Resolved that this Convention tender its heartiest thanks:

1st. To the hotels and homes of Green Cove Springs for courtesies and pleasant entertainment.

2nd. To Mr. O. D. Seavey, for his gracious reception at the Magnolia Springs Hotel.

3d. To the City Council, County School Board and County Commissioners for their generous contributions to our entertainment.

4th. To Superintendent Ellis Geiger and the teachers in the Green Cove High School for their untiring efforts to make the convention a success.

5th. To Miss Shoemaker for musical contributions to the program.

6th. To Supt. F. Pasco, of the East Florida Seminary at Gainesville, to Dr. H. E. Stockbridge, of the Agricultural College at Lake City, to Prof. Arthur Williams, of the Florida State College at Tallahassee; to Supt. W. B. Hare, of the Institute for Blind Deaf and Dumb at St. Augustine, and to Prin. C. L. Hayes, of the State Normal School, DeFuniak Springs, for the interest manifested by their attendance and participation in the exercises.

7th. To the railroads of the State for reduced rates to this convention.

8th. To the ladies of the V. I. A. for their hospitable reception, for their contributions to the program in the admirable address made by Miss Livermore as representative of their association and for the interest manifested by their attendance.

9th. To the citizens of Green Cove Springs for the hos-

pitalities which we enjoyed tonight and for courtesies extended while in their city.

10. To the county commisisoners for the use of the court room and to the janitor for his faithful care of the same. *All adopted unanimously.*

Tallahassee was selected as the next place of meeting, subject to call of State Superintendent.

Adjourned *sine die*.

The members of the convention were tendered an invitation, which was accepted, to visit the Magnolia Springs Hotel, and also to visit the Library rooms and be received by the ladies of the Village Improvement Association.

#### THURSDAY EVENING.

The convention was given a grand reception by the citizens of Green Cove Springs at the court house.

S. PHILIPS, Secretary.

## CHAPTER XII.

# Recommendations.

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This chapter names some of the changes deemed advisable to facilitate the growth and healthy development of the public school system. They are based upon the results of experience and a careful study of the conditions in this State and of the most successful systems in other States. It is not expected, of course, that each of them will meet with universal approbation or be enacted into law at one session of the Legislature, as all school development is of slow growth and has had to fight for every change and inch of progress. It matters not how any recommendation may be received, the duty is no less binding upon me to continue faithfully to recommend such changes as my own judgment dictates will best induce advancement. I fully believe that each measure recommended will sooner or later be incorporated into the system. Genuine interest in the public schools is growing daily, and will sooner or later become so deep-rooted as to subordinate selfishness to the public good, which point it must reach before the public schools can accomplish the purpose of their creation, the demand will then become irresistible that the schools be better equipped and more efficient. Thus the system has grown up in every State.

It would be utterly impossible to make a conclusive argument in support of each recommendation, as an ordinary book would hardly give space for the purpose, but each will be stated with some of the main reasons why its adoption is needful. Some of the changes are imperative and far-reaching in their results, others not so much so, but are essential to insure real advancement.

Many of these changes have been endorsed by the County Superintendents in Convention assembled, after free and full discussion in their State Conventions. The final conclusion of that body, not of any individual of it,

is, in my judgment, the best expert testimony on any school question that can be obtained in the State. In these recommendations personal feelings do not enter, as we have no selfish ends to subserve, no friends to reward, nor enemies to punish. The single aim is to create a school system that will accomplish the greatest good for the State. It is unfortunately too often the case that legislation affecting the schools is suggested or attempted by those with personal axes to grind, so blinded by self-seeking as to be unable to see the welfare of all. Such was the Aged Teachers' Certificate law and all such retrograde legislation, and other unsuccessful attempts to lower the standard of teaching.

These recommendations now follow in the order in which they are considered to be most important.

#### 1.—REMOVE SCHOOL TAX LIMIT.

Amend Section 8 of Article XII. of the State Constitution by striking out "nor more than five mills," or by substituting eight mills for "five." This has been recommended in the last three Bi-ennial Reports from this Department, a resolution to the same effect has been adopted by every County Superintendents' State Convention since 1897, by many County School Boards, several Teachers' Associations, and is advocated by thousands of school patrons.

The County Superintendents with great unanimity declared in convention and in their special reports published in the past three reports of the State Superintendent that it would be impossible to make the public school accomplish what is expected of them, or to develop beyond their present status unless this 5 mill restriction be removed. Forty counties in 1902 levied the maximum five mills allowable under the Constitution, some running the schools only 60 days, and many holding that they were unable to pay sufficient salaries to secure competent teachers. School terms are altogether too short, buildings and equipments are generally inadequate, while the general demand of the people is for longer terms, better buildings, and more capable teachers.

It is confidently believed that a large majority of the voters of the State favor more liberal provisions for the schools and will so cast their ballots if given opportunity.

to vote upon a Constitutional amendment of this character. Suppose this supposition is untrue, still I fail to see how any one claiming to be a Democrat and willing to submit to the will of the majority can refuse to let the electors of the State determine whether or not any county shall be allowed to assess itself more than five mills for the support of its schools.

If the amendment is adopted, it still remains a purely Democratic measure, as a majority of the electors when voting for County Commissioners can easily instruct them as to the millage to be levied for the schools.

A careful consideration of the comments on the comparative statistics given in Chapter II, under the heads, "Length of School Term," and "Average Days Schooling Given for Every Child," will convince any one that the State can not afford longer to neglect the removal of this Constitutional limitation, since the present rate of taxation permits to every youth in this State less than half the amount of education given in many of the States. The only way to give them more education and put them in condition to compete with those better educated is to provide for a greater county school levy, so that the school term may be lengthened.

The opponents of this amendment, though generally from counties that have created no special tax districts, urge that there is no necessity for raising the county levy, as those desiring more school revenue can vote for special district taxes. Even with the aid of nearly 300 special tax districts, in thirty-six counties, the demand for the removal of the five mill limitation increases rather than abates. Several of these counties have their entire territory levying the special district tax, which is but an evasion of the Constitutional provision to which they have been forced to resort for the protection of their children against ignorance. This special tax provision is a cumbersome and an expensive way of securing a people the right to tax themselves, which of itself is sufficient reason for the removal of the limit.

Many County Boards are already in debt and are unable to meet the reasonable demands for better school buildings, longer terms, and more capable teachers. Nearly all of them are forced to pay discounts on their warrants and are carrying indebtedness from year to year in

the vain attempt, with inadequate provision, to run such schools as the people demand.

Professionally capable teachers, to such as the State can afford to entrust the shaping of her citizenship, can not be retained at present salaries. The present annual salary of Florida teachers, including principals of high and graded schools, is but \$203, less than half the cost of the hire and support of the State convicts to the lessees. It cannot then be expected that other than young, inexperienced and unqualified persons can be induced to teach, the schools must disappoint public expectation and make inadequate returns even for the present investment.

Certainly no patriotic citizen, prescient of the results, can be willing for the public schools to remain at their present standard, when it is the almost unanimous verdict of school officers and others giving the matter careful study that the public schools have reached the limit of their growth without more liberal support.

A large majority of the tax payers pay their school tax more cheerfully than any other, and would as cheerfully pay more if assured of proportionate increase in results.

Since the State has rightfully undertaken the education of the masses, it is wrong to delude them with a smattering of an education and to leave them in a condition to earn only half as much as those enjoying double the educational advantages in other States.

If the State is not sufficiently awakened to a sense of its duty as to discharge its full obligations towards its youth, it would be a crime for it to attempt to restrain any county desiring to give its children more than the pitiful average of 49 days' schooling in the year as preparation to compete with those of the country at large receiving an average of 70.4 days' schooling, or with those reared in some progressive States where they receive from 90 to 108 days.

It has been proven beyond question that the best investment a government can make is in its youth, as by education they are made more law-abiding and productive citizens. Why, then, should the State limit the investment of any of its counties in the education of her children, since she would not restrain them from investing their earnings in other safe and best paying securities?

The greatest obligation of the State is to her children and the duty to educate them is limited only by her ability. The United States census reports the per capita valuation of property in Florida greater than in eighteen States of the Union, though some of these pay more than twice as much per capita for the education of their youth. Probably the surest test of meeting this obligation is shown by the number of cents paid for public education on every \$100 of true valuation of property. The census of 1890 (the latest available on this subject) shows that on every \$100 of property, based on true valuation, Florida paid 13.3 cents for her public schools, the average in the United States was 21.7 cents, while many of the individual States, best discharging their obligation to their youth, paid more than twice as many cents as Florida on every \$100 of property. Only two States east of the Rocky Mountains paid less than Florida according to wealth, those being the two Carolinas. This is conclusive proof that we cannot plead poverty, nor the burden of an indigent race, as an excuse for niggardliness in our support of the public schools.

The standing of this State in other particulars, the amount of education given to every youth, and the consequent rank we may expect them to take in the affairs of the Nation, the inferiority to which the children of the State are doomed provided something is not done to give them a relatively higher intellectual standing is discussed in Chapter II. in the Observations on Comparative Statistics.

It is earnestly insisted, on behalf of the children of Florida, that the Legislature submit to the voters the right to determine whether or not the public schools shall remain as they are, and the State be forever consigned to the rear rank in all worthy competition with those more wisely investing in their youth, or whether they will vote the schools more money that their own sons and daughters may bear off their share of the capital prizes from every field of worthy competition.

## 2.—COMPULSORY SCHOOL ATTENDANCE LAW.

Sentiment in favor of such a law has been rapidly growing. When the subject was first discussed by the County Superintendents in their State Convention, in 1897, a vote was taken showing 17 to 13 favoring such a law; the



question was discussed two years later and a ballot showed three-fourths of the convention favoring such a law since that time there has been practically no opposition to it on the part of school officers.

For the past two years, constant demands have been made upon the State Superintendent from people in every section of the State to secure the passage of such a law.

It would seem that the Compulsory Attendance is a natural concomitant of the public school system. All the people are forced to pay taxes to build houses and pay teachers, then why higggle at compelling a few of the people to give their children the benefit of that which is provided for them?

The law can be so framed as to inflict no punishment upon any except the fellow that deserves it. An inquiry into the reasons why most children are not sent to school narrows them down to about three: the parent who does not care whether his children get any education; the one piqued because he failed to secure the teacher of his choice, or on account of some imaginary fault in the teacher withdraws his children with the view of breaking up the school; and the one so filled with prejudice against some one or something, that he would rob his children of their inalienable rights rather than forego the opportunity of venting spleen. One of the above causes keeps out of school four children where want of ability to send keeps out one. Who, then, would stand in the way of a law which seeks to prevent ignorance and caprice from depriving childhood of its natural rights?

Wherever the law has been enacted, much demagogical *gush* about interfering with civil liberty and parental authority has flowed from the opponents of the measure. The necessity for the law proves that certain kinds of parental authority must be interfered with for the public good and that helpless children may obtain their rights. Every one commends the law which protects children from cruelty and lives of degradation at the hands of their parents. Why falter then when the law presumes to say that they shall not be allowed to grow up in ignorance and vice, liable to become paupers or a menace to the body politic?

Wherever the law has been enacted, both in this country and in Europe, it is claimed not to seriously aff-

parents regardful of their children's welfare, but only those who misjudge the real good of their children or make it subservient to the parents' material interests.

This is the general verdict wherever the law has been enacted: "In the beginning compulsory education is everywhere and always felt to be severe and meets with energetic contradiction and opposition. Those who favor keeping the masses in ignorance encourage opposition, either openly or secretly. In the course of time, however, the masses become reconciled, and the law enforcing regular school attendance is recognized as a protection; yet its suspension would be followed by a noticeable falling off in attendance, even in the most advanced States"

It has been found, as was shown in Chapter II. in discussing "Average Daily Attendance," that the law causes an average attendance of 10 more in every 100 children enrolled, in compulsory than in non-compulsory States, while the average percentage of enrollment is larger by about fifteen per cent. in the compulsory States.

It is worthy of some consideration, that every enlightened nation in the world, and 33 of the 50 States and territories of the United States have found it necessary to adopt such laws, and with one accord extol its virtues. There are but two States, Iowa and Missouri, besides the Southern States, that have no such law. Two Southern States, Kentucky and West Virginia, have enacted such a law, and the increased enrollment and average attendance in these prove conclusively that it should be enacted in every Southern State. Here would be a good place to introduce illiteracy statistics of *white male adults* in the States having no compulsory law in comparison with those having the law, but being as ashamed of them as are those for whom this is written, I forbear with the implied promise on the part of the Legislature to make Florida lead off in the extreme South with a compulsory law

A conservative law is all that is needed, and is desired more for its moral effect than for its rigor and costly machinery.

The compulsory age should be from 8 to 14, and require attendance for at least 60 days in every year, with moderate fine attached for the first offense, with exemptions for children physically unable to attend school, for those

attending private or parochial schools, and for one or more children in very large and very poor families on alternate years. Such a law is rigorous enough to begin with, and if properly enforced it is believed that it is all that will ever be necessary. It is further believed that it will save hundreds of the youth of the State from ignorance and non-productive and vicious lives

If any are opposed to the law on the grounds that the benefits will inure to the negroes rather than the white youth, let him consider that of the 53,759—32 in every 100—educable youth that did not enroll in the public schools in 1902, that 26,811, about one-half of them were white. The statistics also show that of every 100 white and negro youth enrolled in 1902, that 6 more negroes attended school every day than whites. This fact seems to indicate that the law is more necessary to secure the attendance of whites than negroes.

State Superintendent Skinner of New York, in his report for 1902, says: "I know of no better way briefly to call your attention to results attained under an intelligent and humane administration of this law (Compulsory Law enacted in 1894) than by reference to statistical tables. For the year 1894 the per cent. of enrollment to school population was only 64, while for the school year ending July, 1902, the per cent. of enrollment to school population was nearly 91—a net gain of 27 per cent.; \* \* the marvelous result of 27 per cent. increase is largely to be credited to a judicious enforcement of the law. \* \* \* The healthy and steady growth in average daily attendance is also noted by an increase of over 19 per cent. during the above period, showing that these children are not only enrolled in our schools, but are also regular and prompt in their attendance."

### 3.—ONE HIGH SCHOOL IN EVERY COUNTY.

The dissipation of the efforts of the State Colleges and Normal Schools in preparatory instruction, made necessary by the deficient and unequal preparation of those applying for admittance, the difficulty encountered by most pupils in passing from the classes of the rural schools, where more than 80 per cent. of the youth of Florida are taught, into the classes of schools of higher grade, the pernicious deception—often unwitting—practiced upon

the people of many counties by conducting so-called high schools presided over by incompetent teachers for short terms and with a curriculum unworthy of distinction as that of a high school, but even then far too pretentious for the elementary preparation of the pupils, and more than all, the dependence of the rural schools upon such high schools for teachers, are among the chief arguments favoring a standard grade of high school instruction made mandatory in at least one school of every county during at least eight months of each year. The mass of the people will ever depend upon the nearest high school for its highest instruction as well as for its educational ideals, hence the responsibility of the State to insure that this school shall be a safe standard.

The only arguments of consequence advanced in opposition to this proposition will be answered in defence of the measure.

The first and usual plea is that of poverty. This is untenable, because a little reflection would convince one that no other expenditure of funds will bring so great return, and what county is so poor that it cannot invest \$500 or \$600 per year to double the value of the returns for every cent expended on schools? High school facilities should be available wherever there are 100 white families, and only extreme short-sightedness will plead inability to provide them.

It is often stated that high schools favor the towns and discriminate against the country. Nothing could be more erroneous. While there is a high school of definite standard open to every child in the county and officially recognized as the crowning feature of all the county schools, it will prove a most powerful stimulus to every ambitious child in the county. In fact, because of the greater vigor and ambition of country children, it is probably true that it will be a stronger encouragement among the country children than among those of the town. But if no child from the country school ever enters the high school, the rural schools will still be no less the gainers by the establishment of such school than will those of the town in which it is located. It is easily proven that the great majority of teachers for rural schools come from the county high schools or that which serves the purpose. Not only the facts, but, if space permitted, a dozen rea-

sons can be given to show why this must necessarily be the case. Where there is a strong county high school, its strength will quickly be reflected in the rural schools of the county. Where the county high school is lacking or is of low standard one of two results is inevitable. Either the rural schools of the county will be mere injurious make-believes, or there will be a large proportion of the county teachers imported from other sections. This latter condition means a larger expense to the county than the establishment of the high school. One county of the State, where the Superintendent insists upon a good grade of teachers for the rural schools while there is no county high school to prepare them, pays out at least \$3,000 per annum to non-resident teachers, besides more than as much paid to send children elsewhere for high school training. The total loss to the county is several times as much as the high school would cost.

#### 4.—LEAVE TEXT-BOOK LAW INTACT.

It is difficult to understand why the perennially recurring agitation for State Uniformity of text-books should receive any consideration at the hands of the Legislature. It is a most un-democratic and offensive proposition to mould all the minds of the State by means of the same text-books, and it passes my comprehension how it is expected to crush a trust by creating a State monopoly. It appears that if a monopoly is to exist the so-called trust would be quite sure to reap the lion's share of the advantage. As a matter of fact, however, if there is any trust involved in the question, a careful investigation will readily show that it is a case of a trust trying to fight a trust, and using the State as a cat's paw, with no reference to the interests of the cat. There is abundant evidence to show that there is a combination of book companies who did not succeed in making contracts with the County Boards in 1901 and, being unwilling to wait until the expiration of the present contracts in 1906, and then take even chances, have combined to overthrow the present law and put the State to the expense of changing text-books throughout, in order to secure business where they have heretofore failed. It is regretted also that an unworthy appeal has been made to sectionalism, and one company has been pushed forward as a Southern text-

book publisher in the hope of catching prejudiced and unwary legislators. It is not believed that the Florida Legislature will be deceived in this matter as some others have been.

My investigations have tended clearly to show that there is no advantage in State Uniformity comparable to the disadvantages and dangers. It is the opinion of the educational experts, including the United States Commissioner of Education and practically all the educators of this State and leaders in educational thought elsewhere, who have expressed themselves upon it, that it is an unwise measure. I am fully convinced that any cheapening in price will be fully offset by cheapening in quantity. This has been the experience of other States and Florida can not hope to fare better. The result of my investigations upon the subject coincide so thoroughly with those published by Prof. Tom F. McBeath that I have requested him to prepare his several expressions on the subject in pamphlet form and these will be supplied to the members of the Legislature in lieu of an extended argument herein.

##### 5.—FREE TEXT-BOOKS.

This subject is mentioned neither to commend nor to oppose the system, provided the cost of the books is met by a special tax levy. But with an average school term in the State of only 94 days, I seriously question the wisdom of further reducing this ruinously short term for the benefits of free books or any other desirable good. The reduction in term at the lowest estimate would average 10 days, considerably more in some counties, if the cost of books is to be taken from present inadequate funds.

The inauguration of the system must cost the State not less than \$150,000, unless the books now owned by pupils are donated; after that about \$50,000 a year, provided the system is guarded in every county against needless waste by having men of good business management to look carefully after the distribution and gathering up of the books.

Two or three of the smaller counties of the State have experimented with the system and pronounce the results most satisfactory. It unquestionably has its advantages, and there is an appreciable gain in the aggregate results of a short school term, growing out of furnishing every

child with books on the first day of school and the very grade of book that it ought to use.

Whether or not I would favor free text-books depends almost wholly upon the size of the school fund, whether the maximum county levy is to be raised, and the school term, now far too short, is to be still further shortened.

To be frank, I am not enthusiastic in advocacy of the system with present outlook for funds.

My position on the question is so fully and better stated than I could do it myself by State Superintendent Chas. R. Skinner of New York, in his report for 1901, that I take the liberty of quoting him in full as follows:

"This subject is from time to time a matter of public interest and discussion in different parts of the State. Bills for providing free text-books have been offered at successive sessions of the Legislature. It seems proper, therefore, that the subject should receive some attention in this report:

"The meaning of the term 'free text-books,' as universally employed, is as follows: Each city, village, or school district in the State must levy as a part of its school tax certain sums with which the text-books used in all grades of the public schools shall be purchased and loaned to the pupils. The books so purchased remain the property of the city, village or school district. They do not become the property of the children. When the child has finished the study of any book so loaned to him, or at the close of the school term, whether the subject has been finished or not, the book is returned to the custody of the teacher, and is afterwards loaned to another pupil. Thus the books circulate from hand to hand, from family to family, from class to class, and theoretically, at least, the schools, and thus the public, get an increased use of the books at a somewhat reduced cost.

"While this plan seems at first glance to have much to commend it, I am unalterably opposed to such a system. I am opposed to it, first, on hygienic grounds, on ground of cleanliness and decency. While in theory only clean books should be loaned to the children, in fact the reverse is the case. In all cities and places where this method of supplying text books is practiced books are given out to children which would be a public disgrace if their condition were known to the public generally. Thousands an



ten thousands of foul, ill-smelling, disease-harboring and disease-breeding things, which even a moderate regard for cleanliness would consign to the flames, a mistaken zeal for a false economy compels helpless children to use and re-use *ad nauseam* and almost *ad infinitum*.

"It is urged by advocates of free text-books that cases of the spread of contagious diseases through this means are rare. They should be impossible. But the rarity is largely owing to the fact that in all our cities at the present time Boards of Health take such means of isolating known cases of infectious diseases that the danger of their spread is minimized. In my judgment, the Legislature ought not to make the work of the health boards more difficult by the free distribution of infected school books.

"But there are other and possibly greater objections to this system. Without attempting to enumerate them all, I will touch upon some objections which seem to me worthy of serious consideration. First, the lending system robs the child of the sense of ownership. True, it is supposed to supply his immediate needs in the school; but he has no personal, proprietary interest in the books which he studies.

"They are public property and are sure to be regarded and treated as such. Few adults treat the property of the State with the same regard that they treat their own, and it is idle to expect the children to do better than their elders. If the pupils do not own their books, they have scant regard for them and care little what becomes of them. The lively interest and zeal that children naturally feel in their studies are largely nullified and prevented by the fact that they have no personal interest or ownership in the text-books placed in their hands to study.

"Closely allied to this objection is another and greater one. In a large percentage of the families most benefitted by free public education, the school books form the nucleus of the home library. To speak more accurately, they are not the nucleus, but they are the *only* library to be found in the household. Questions of place, location, population, relative importance of cities and countries, etc., are by all the members of such family referred to the school geography for answer. Many are the questions constantly arising in daily intercourse among men



that are promptly answered in the school history, which remains a treasured legacy from the school days. The practical problems of measurements, weights, interest, banking, etc., which are partially forgotten because infrequently used, are all readily solved by the school arithmetic, which has been laid away with the other school books, which form the only reference library in the house of perhaps 80 per cent. of our population.

"The system of free lending of text-books at public expense at once wipes out this time-honored and valuable method of forming the home library. Nothing remains of the school life, except its memories. All sentimental associations connected with the books of our school days as well as the practical benefits to be derived from having such books within easy access, are at once and forever obliterated by the adoption of free text-books, so-called, by which I mean the lending system above described.

"Through ignorance or by intent, the cost of school books is usually much over-stated. Advocates of free text-books show a great deal of misinformation on this subject. Their statements often make it appear that the books used in schools are among the most serious items of expense in educating children. This is wide of the truth. Carefully prepared data from many cities and in several States, show that the annual cost of all the school books used in the public school course does not exceed an average of 40 cents per pupil. True, when one's own children begin their work in the high school and are provided with an entire new equipment of books, the figures named seem small. But taking the annual average outlay for each child, from the beginning to the end of his school course, there is no doubt of the correctness of the amount named.

"It hardly seems to me worth the effort of the Legislature of a great State, to attempt to scale down the trifling sum, with all the dangers, disadvantages and objections which I have pointed out as sure to follow.

"But if the Legislature in its wisdom sees fit to impose an additional tax for the purchase of text-books; if it is thought wise to compel all the school districts of the State to impose such a tax and to purchase books for the pupils at public cost—whether the districts so desire or not—one mode of procedure may be regarded as logical.

“This is to purchase the books and give them outright to the pupils, so that they become the children’s property, to be used not only as they may be required, but to be treasured and kept as the student’s own private property, to be laid aside in the household for future use and frequent reference for years to come.

“Massachusetts, which has had the so-called free text-book plan—really the loaning system—in practice for some years past, has not found it wholly satisfactory. The State, therefore, recently passed a bill permitting cities and towns to purchase and present the books outright to the children, as suggested above. A permissive law to this effect is now in force in that State. If the Legislative authorities of New York see fit to enact such a law, it will go far to remove the objections which I have pointed out to the text-book loaning system.

“In the consideration of such a question, however, another one will naturally arise: How far may the State go in its expenditures for public schools? A child requires several things besides books in order to attend school profitably. He must have shoes and stockings. Shall the State buy these? He may lack other articles of clothing. Shall the State provide them? Shall the State by taxation furnish free lunches to the children of the schools? And shall these free lunches be compulsory and paid for by general taxation? In order to provide the best school accommodations and the best methods of graduation, it has been thought wise in some quarters to carry the pupils at public expense from the more remote parts of the district to the school to which they have been assigned. Often such a plan is productive of excellent results, both in the improvement of attendance and the betterment of the schools. But few men would advocate the passage of a compulsory bill that all children in all districts should be carried to school at public expense. The true principle of action would seem to be that in all questions touching the financial support of the public schools, only necessary charges should be borne by taxation, and new opportunities for outlay should not be sought out and devised, but rather avoided, unless the real and direct good of education is imperiled. The spirit of the American people is in favor of adequate and liberal support of public schools. No State is more generous than is New

York in this regard. But I question if even New York is ready to needlessly or unnecessarily increase its taxation for free schools to secure a doubtful advantage, more than offset with many and grave disadvantages."

6.—APPROPRIATION FOR STATE NORMAL SCHOOL AT DEFUNIAK SPRINGS.

As it is more intimately connected with the public schools than any other State institution and I am one of the Board directing it, the liberty is taken to ask a liberal appropriation for this school. The body of County Superintendents, looking to this school to contribute towards improving their teaching force, share in this special interest, as evidenced by the fact that in their State Convention in February, 1899, they adopted a resolution by a unanimous vote asking the Legislature to create one continuous *free scholarship* in this school from each county. In their convention held in March, 1900, practically the same resolution was again unanimously adopted as follows:

"That the State should establish and maintain one continuous free scholarship in the State Normal School, at DeFuniak Springs, for each county, to be given to the same individual for two years or until graduation; and that said beneficiary shall agree in return for said scholarship to teach in the public schools of the State for at least four years immediately after graduation. Selection of applicants to be made by the County Superintendents and County Boards of Public Instruction with due regard to the applicants' adaptability for teaching."

In support of these resolutions it was recommended in both the reports of 1898 and 1900 from this Department that these scholarships be created, and the fact was cited that the State was educating one male pupil from each county in the Military Institute at a larger annual cost per pupil than was asked to support the scholarships in the Normal, and that it was not an unreasonable request that the teachers be put upon an equal footing with the soldiers.

The Legislature of 1901 appropriated \$4,500 for this purpose for each of the school years 1901-2 and 1902-3. These scholarships have been eagerly sought after, and it was found much easier to get a representative from each

of the counties and to keep the full quota of 45 scholarship students in attendance than at the Military Institute where more was furnished and the cost per pupil much larger

Therefore, it is earnestly hoped that this allowance for scholarships to enable worthy young men and women to better prepare themselves for teaching will be continued.

In addition to this, appropriate at least \$10,000 a year for faculty and current expenses. It is earnestly insisted that the following additional appropriations be made:

For purchase of additional lots.....	\$ 2,000 00
For a Boys' Dormitory .....	6,000 00
For installing and maintaining for two years a Manual Training Department. ....	8,000 00
<b>Total .....</b>	<b>\$16,000 00</b>

This is a very modest request in comparison with amounts that are asked as imperatively needed by other State Schools, and is the minimum necessary to do what is contemplated, and wise to be done speedily.

The land desired is the block fronting the college building, upon which a kind of option has been secured, and a lot west of the college grounds, upon which it is desirable to erect the Boys' Dormitory. This would shape up the property and buildings of the college plant admirably. It would be a misfortune to let the opportunity pass to purchase these lots, while they can be had cheap, and permit buildings erected upon them to the detriment and jeopardy of the college property. It would mar the symmetry, beauty, convenience and comfort of the whole plant for these lots to pass into other hands and be covered over with inferior buildings and possibly occupied by undesirable neighbors.

The Boys' Dormitory has been recognized as a necessity for years and any one has but to witness the old building now used for that purpose to become convinced that it is unreasonable to ask the above appropriation.

The Manual Training Department is something new in the South, but many parts of the South are becoming interested and enthused on the subject as the East, North and West have been for a decade or more. The greater part of the program of the last session of the Department

of Superintendence held at Cincinnati, in February, 190<sup>-3</sup>, was devoted to reports and discussions on this subject. It received much prominence at the two last sessions of the National Education Association and of late years at nearly all great educational gatherings. The establishment of three or more of these departments in the Central Summer School held at Tallahassee last summer thoroughly convinced me that they are not *fads*, but that the training of the eye and the hand should go *pari passu* with the development of the mind, and, if so, that all education would be more thorough and practical. Were this done there would not be so many book-learned drones not knowing how to apply their education or how to get bread and meat.

It was a revelation to me with what eagerness the teachers of Florida, male and female, in this Summer School took hold of these things.

It is an oft enunciated principle that what you would have in a people must first be introduced into the schools. It has been demonstrated as thoroughly practical to begin the elements of all the industries in the schools without loss to education in the books and with great gain to health, discipline and morals. I have been made a thorough convert—before a ranting skeptic—in the past two years by what I have seen and heard.

It is impossible to discuss the merits of the subject in a brief recommendation, hence it will not be attempted. I am thoroughly satisfied that, if the South is ever to become noted for her industries and influential through wealth, the current of her educational methods must be changed and patterned somewhat after those in the States where they conduct the schools so as to turn out both Masters of Arts and Masters of Industries.

The elements of many industries can be taught with educational profit, for they are themselves educational, in the public schools; all that is lacking is for some one to come and teach our teachers how to introduce them.

The State is not in position to establish costly Manual Training and Industrial Schools; in fact, there is no place for a technological institute in our system at present no demand for it. Now is the time to get to work in the public schools, the foundation of all education, and cre-

the demand and lead up to the great Industrial and Technological Schools.

I have consulted many Superintendents of States and cities where Manual Training Schools are in successful operation, and all agree as one man that it would be a capital idea to establish a Manual Training Department in connection with our State Normal School, to instruct the common school teachers in and how to introduce many elementary industries along with academic instruction.

I have been assured that a capable teacher can be secured for \$1,500, and that a necessary building and equipment on which to make a respectable beginning could be provided for \$5,000. Hence, gentlemen of the Legislature, I have the temerity to request you to appropriate \$8,000, to establish this department in connection with our State Normal School.

The old-timers in education are at liberty to chuckle now, but I confidently believe that thirty years hence, this will be regarded as the wisest recommendation I have yet made to a Legislature.

#### 7.—\$25,000 FOR MAIN BUILDING AT THE STATE NORMAL AND INDUSTRIAL SCHOOL.

One reason why this institution is singled out from the number under the control of the State Board of Education and an appropriation asked for a main building, is because each of the others has special friends, in and out of the Legislature, with more influence than myself, to represent it and to press its claims for appropriations for better buildings and equipment, while this institution, though never neglected and always treated with due consideration, seems to be more or less orphaned in that respect.

It was stated in the report of 1898, page 267, that the main College building was an old dwelling, too small to properly accommodate the school for recitation purposes, and that growth in the school would soon demand a larger and more modern structure. It is well known that this is the only school for the higher education of negroes making demands upon State funds. The running expenses are entirely paid from funds appropriated by the general

government, the State being drafted upon only for buildings and to keep up the plant.

Again, in the report of 1900, page 160, you were told in substance that the small patronage was the only reason why an urgent demand was not made to replace the old residence used for recitation purposes with a proper college building and for enlargement of the dormitories.

Since the last session of the Legislature patronage has largely increased, especially in the attendance of pupils from outside of Tallahassee, who must be domiciled at the college, hence the State Board found it necessary to use a part of the last appropriation in the erection of another dormitory for males.

The attendance, now numbering about 190 pupils, 150 of them from other sections of the State than Leon county, renders the old residence wholly inadequate for recitation purposes, both on account of the increased patronage and the several industrial departments that have been added. The school is now, in fact, a Normal and Industrial School. Besides the normal department to prepare teachers, there are about sixteen of the industries being taught. It is now giving just the kind of education, in my judgment, best adapted to the present needs of the race to enable them to best sustain themselves and to become useful citizens to the country.

I take no stock in the man opposing negro education in general, nor do I believe a Florida Legislature does. This radical class does not number more than 10 per cent. of the white male voters of the United States and their influence is small in comparison with the other 90 per cent. and will become less so. This, however, is no place for an argument on this question.

While the Treasury is flush with the Indian War Claim Fund on hand, and generous appropriations are talked of for other schools, it is hoped that the Legislature will do the magnanimous thing and appropriate not less than \$25,000, to give this one institution for the negroes a suitable brick building, somewhat in keeping with the generous assistance given it by the general government, and in so doing fling back the malicious falsehood into the teeth of any who may insinuate that the people of the South are opposed to negro education.



## 8.—CERTIFICATION OF TEACHERS.

Since the certification law of 1893 was emasculated of its progressive features by the amendments of 1895, made by Chapter 4331, I can never feel, believing as I do, that my full duty is done until I have recommended the restoration of the essential features of the law of 1893 with such modifications as were afterwards found necessary and have been approved, as shown below, by various bodies of educators in the State whose opinions are worthy of consideration.

It is the opinion of the best educational thought of the State that a person should not be permitted to teach indefinitely upon a Third Grade Certificate; that some limitation should be placed upon the number of Second Grades issued to the same person; that the term of all County Certificates is one year too long; that Primary certificates should be restored; that a Special, or Departmental Certificate should be provided.

The State Teachers' Association held at Orlando, in January, 1895, provided by resolution that the teachers of each county should elect representatives of their number, one or more according to the number of teachers in the county, to meet the State Superintendent in a convention to be held in Ocala in the following March, to discuss and recommend needed changes in the school laws. This convention met and was a fair, representative body of the leading educators of the State.

This convention after full and free discussion recommended "that Third Grade Certificates be made re-issuable once at the option of County Boards." The life of the certificate at that time was but one year and not re-issuable to the same person.

The State Convention of County Superintendents, which met in Live Oak in February, 1897, after thoroughly discussing the subject, passed a resolution with but one dissenting vote memorializing the Legislature to "make the term of Third Grade Certificates good for only one year and re-issuable to the same person not exceeding three times;" "Second Grade good for two years and re-issuable to the same person three times;" also, "to re-establish Primary Certificates issuable only upon examination on primary work and methods."

The State Convention of the same body that met in



Monticello in February, 1899, after an exhaustive discussion of the subject (see discussion in report of 1898, pages 454-565) passed unanimously the following:

"Resolved 1. That Third Grade Certificates shall be good for two years and no person shall be permitted to teach for a longer term than two years under a Third Grade Certificate.

"Resolved 2. That special examinations be prepared for teachers of the first, second and third grades of the Primary Departments of graded schools, and for public Kindergartens; that certificates to those who pass such examinations shall be good for four years, and, after four years of successful teaching, Life Certificates may be issued to such teachers; provided, that such certificates be not available to teach in schools in which other than strictly primary classes are taught."

The State Convention of the same body that met in Jasper, in March, 1900, unanimously recommend that the term of validity of teachers' certificates of the Third Grade be limited to one year, and that no person be permitted to receive more than two such certificates." It also adopted practically the same resolution as the above relative to primary certificates.

Many authorities besides the above could be cited, but are not, lest they become tiresome. The opinions of others rather than my own have been given.

It would seem that the above would be sufficient to insure favorable consideration by legislative authorities, rather than that a few selfish persons, too indolent to progress in their profession, should seem to continue to prevail in holding down the standard of teaching.

I know of no State whose school system is recognized as ranking moderately successful where Third Grade certificates are re-issuable indefinitely, or other county certificates are valid for so long a term, or issuable upon such low minimum grade on any branch, or general average in examination. State after State could be cited where the term of First, Second and Third Grade Certificates are respectively three, two and one years. The latter is valid for six, nine, and twelve months in most States and not re-issuable at all in many of them.

The subjects required in examination, the percentage of perfect answers necessary, and the term of validity of

the certificates in thirty States would be given here, if it were known that the above statement would be challenged.

The purpose of the law is not needlessly to subject teachers to incessant examinations, but to insure that they will progress and prove themselves competent, or when the reverse is proven that they should be excluded from teaching. A law that encourages them to advance, year by year, from the lowest grade of certificate to the life right to teach is wise, but to give the life right, or the right to continue teaching indefinitely upon examination to those who will not study and who have thus proven themselves incompetent is ruinous to progress.

The privilege of issuing life licenses should be most carefully guarded; under no circumstances should it be entrusted to 45 different individuals acting independently and separately with as many different educational ideals. Such authority should be given only to the State Superintendent, or to a committee of educators of unquestionable judgment, literary and professional ability, and who hold life certificates.

While the present State Superintendent might be extremely careful in the use of such power, still this office should be granted such right only under carefully framed restrictions. It is a responsibility not sought by the present incumbent and which—should it fall into careless or unscrupulous hands—might be of infinite harm to the school system. But it would be better to entrust such authority to one individual, who can be held responsible than to 45 whom it would be difficult to reach.

#### 9.—PRIMARY CERTIFICATE.

As very little opposition has manifested itself to the re-establishment of this certificate, it is not deemed necessary to make argument in support of it. The special primary teacher should be possessed of qualities and preparation different and yet superior—yes, superior to those necessary in a grade teacher. She should prove her competency by a different test of efficiency. Teachers gifted in this direction should be encouraged to commit themselves to this special line of work, which they can not do successfully if required to keep themselves posted for examination on advanced subjects in order to obtain higher

grade certificates and pass the point of examination, as other teachers may do if sufficiently ambitious and the system of certification be adopted which is recommended.

This certificate should not be issued without examination, but it should be confined to primary subjects and methods, and be valid for four years and for work only in the three lowest grades. If the holder continues to teach and to manifest proper growth and interest in her work, at the end of four years, the certificate should be extended into the life right to teach primary grades.

#### 10.—SPECIAL OR DEPARTMENT CERTIFICATES.

For similar reasons calling for the Primary Certificates provision should be made for issuing special certificates valid to teach only one or two branches in schools where specialists are required to teach certain subjects, such as physics, drawing, singing, certain languages, etc. These should be issued by the State Superintendent after examination upon the special branches with the aid of such assistant as he may select. An average of at least 30 per cent. should be required for this grade of certificate. Specialists that are not well up are hardly worth employing. It should be good for four years with privilege of extension to life tenure if success shall warrant.

#### 11.—REPEAL CHAPTER 4995.

This subject was so thoroughly discussed in Chapter II., while making observations on the statistics relating to results of the uniform examination and certificates issued that it is deemed inadvisable to say more here than to request the immediate repeal of this law. It is earnestly hoped that no more such special and retrograde legislation in regard to teachers' certificates will ever find a place among the statutes. The title of the act is a misnomer, and when considering the large majority of teachers availing themselves of the act, the suggestion arises that the title should be: An Act to confer the special privilege upon lazy and incompetent teachers, for political considerations, to cease from studying and to impose themselves upon gullible parents and innocent children as teachers for the balance of their natural lives.

## 12.—AMEND EXAMINATION LAWS.

The numerous fraudulent examinations reported to this office during the past biennium and the personal investigation of alleged frauds in one or more counties, completely convinces me that the examinations as conducted in some counties are worse than farcical, they are criminal. They plainly indicate either utter want of ability in the officers to hold an examination or a conspiracy between examiner and examinees to bring the law into contempt.

It is due to be said here to their credit and in vindication from the above imputation that the County Superintendents and Boards of many counties have upheld and faithfully executed the present law. It can not be said of all, and the difficulty in proving and punishing the frauds renders it necessary to amend the present law.

The work of the Grading Committee in some cases has been as objectionable as the loose manner in which the examinations were conducted.

No system of examination is more productive of fraud and crime in saddling unfit teachers upon the people than the Uniform Examination when the work of the examiner and of the Grading Committee are both not faithfully and honestly done. This question will not be discussed again at length, as it was fully done in the report for the years 1897-98, on pages 34-35 and 454-465, and more forcibly in the report for the years 1899-1900, on pages 42-44. Time only convinces that the pleas and demand for change were not strong enough.

Senate Bill No. 228, seeking to correct these evils, was prepared and submitted to the Legislature of 1899, but died on the Calendar.

Now for the third time attention is directed to this matter, and the recommendations, in the report of the years 1899-1900, are repeated and emphasized. It is even begged in the name of justice and fairness to honest teachers and with an earnest interest felt in the success of public education that the present system of examination be protected by safe-guards, or a State Board of Examiners created.

The present law can be perfected as follows:

1. Provide that each County Board, or better the State

Board, shall appoint a capable assistant to aid in conducting the examination in every county.

2. Authorize the appointment of a State Grading Committee, or one for each Judicial Circuit. Several States, including the great State of New York, with its 33,390 teachers and a Grading Committee of five, find it practicable and wise to have the papers of all examinees graded by a State Grading Committee with headquarters at the Capitol. This method would remove the very evident defect in the present law arising from 45 standards of grading applied to the papers from each so-called "Uniform Examination." Even these standards change in the same counties from examination to examination as the committees change.

A further reason for this step is in the fact, too patent to need proof or apology, that many of the examinees are necessarily known to the Grading Committee however carefully the law may be carried out. That the principal of the "County High School" or "County Institute" is on the Grading Committee in most cases, and that his pupils, whose work is thoroughly familiar to him, are the majority of the examinees, increases the desirability for a State Grading Committee.

### *State Board of Examiners.*

I am convinced that a State Board of Examiners, having entire charge of the examination of teachers, would be preferable to the present system, even if perfected by the changes recommended. At best, it must be confessed, any examination purely written is almost as much a test of memory as of mental discipline. As a means of selecting teachers it must always be only a partial list.

The Board of Examiners will be enabled to test not only scholarship, but by making the examinations oral and written, teaching ability, temperament, etc. By making them largely oral, the time can be shortened and the strain of written examinations upon the nervously inclined will be greatly reduced.

The annual appointments of this Board to each county may embrace, on the first round, alternate counties, while the second round will take in the omitted counties, thus enabling persons not able to meet them on the first round to take the examination in an adjoining county on the

second round. This will do away with the necessity for special examinations. By publishing their appointments months in advance an examination may be taken at most any time at some point in the State.

The cost of such a system would be little more than the present, but it is thought that a \$2.00 fee would cover all expenses, and teachers would cheerfully pay it to avoid long written examinations and to reduce the time and cost of board necessary under the present system.

It would be an important step in progress to commit to educational experts of higher ability and free from political and other pressure, the examining and licensing of all teachers.

### 13.—LEAVE DISTRICT TAX LAW INTACT.

The main features of Chapter 4678 meet the approbation of all school officials. There are those believing the law would be easier to operate and more effective if certain minor amendments were made to it. Such as: eliminating the provision requiring publication of the petition; allowing notices of election to be simply posted; making it easier to change the bounds of a district; giving to trustees absolute control of the funds. The latter would work well with some trustees, but experience has demonstrated that it is best in a large majority of cases that County Boards should be given some voice in the disbursement of funds.

It is admitted that the law is lengthy and somewhat involved, but it has stood the test of the Supreme Court, the only one enacted on the subject that would, hence in view of this fact and the difficulty of drafting a bill under the present Constitutional provisions authorizing a district school tax, it is deemed advisable not to tamper with the present law.

### 14.—LEGALIZE PUBLIC KINDERGARTENS.

There is a strong demand in many parts of the State for free public Kindergartens. This has been created by the success of private Kindergartens and the influence of Mothers' and Womens' Clubs.

Since they are so popular in all the States and their merits from an educational standpoint are so fully under-

stood and endorsed by intelligent people and educators in the towns and cities of our own State, it is deemed unnecessary to offer any argument in support of the Kindergarten system.

The natural Kindergarten age is from 4 to 6 years, while the laws extend the benefits of the school fund to youth from 6 to 21 years of age. County Boards do not feel authorized to support schools for children under six.

It has been found that children properly taught in a Kindergarten are better prepared to pursue the second year course in the public schools than those spending one year in the ordinary schools, besides continuing to show the advantages of their Kindergarten training in other grades.

I am satisfied that it would be wise to give to County Boards the authority to establish and maintain free Kindergartens in towns of 1,000 inhabitants and more. Besides the other advantages accruing, this would greatly relieve the crowded condition of many primary departments by transferring to the Kindergarten many pupils having no business in the public schools.

#### 15.—SCHOOL CENSUS.

Since the school census is the only basis of comparing educational conditions in the State in different years, or in this State and others; in short, the only effective measure of the efficiency and success of our school system, it is important that it be taken often enough to be of value in instituting comparison, so that from year to year it will be known whether or not the intent of the statutes is being carried out and whether the public school system is really reaching the masses. Precautions should be taken to see that the enumeration is as nearly correct as may be possible under the conditions.

The census of 1900, taken for the first time by the County Superintendents, would probably have been more nearly correct than any preceding one, had more restrictions been thrown about the manner of taking and reporting the census, and sufficient provision made for enforcing such restrictions.

I recommend that the census be taken as frequently as every third year by the County Superintendents, except that when such third year shall be the year of a regular



tate census it shall be taken by the State census enumerators; that County Superintendents shall receive four or five cents a name for each youth listed; that such amounts be paid directly from the State Treasury out of School Fund interest, when the enumeration, properly certified to by the County Superintendent and approved by the County Board, shall have been accepted at the State Department. This latter provision will avoid the present anomalous and unbusinesslike arrangement in which the County Board approves the report, pays and releases the enumerator, when it was frequently found afterward that the report was not completed or in proper shape for tabulating at the State Department. On more than one occasion a large proportion of the work for which the County Superintendent had been paid was done in this office at the sacrifice of other important matters, and when the reports were returned it was almost impossible to get them back. If the County Boards are to pay for the enumeration it should be provided in the law that payment can only be made upon the approval of the State Superintendent.

#### 16.—CONSOLIDATION OF RURAL SCHOOLS AND TRANSPORTATION OF PUPILS.

Since about 80 per cent. of the youth of Florida receive their elementary education in the rural schools, any measure looking to the improvement of this class of schools should have the most careful consideration, and, if worthy, should receive the vote of every legislator who has the interests of the children at heart.

The rural school problem has had the attention of educational authorities during the past five years more than at any previous time. There have been investigations and experiments without number, and with greater unanimity than has ever before been shown on a question of such importance, the whole educational world has awakened to the fact that the solution of the rural school problem lies in improving the school facilities through the concentrating of the numerous small schools into fewer and better ones. This is accomplished with the aid of transportation of pupils in wagons from their homes to the central school. It has been shown conclusively that



all the small schools within a radius of five or six miles can be concentrated into one central school, usually with an actual saving in cost, and certainly with a marked improvement in instruction, facilities, attendance, health, moral influence, and safety of the pupils. In this State where the rural pupils of so many sections are compelled to go miles through forests frequented only by nomadic negroes, their protection is an especially strong argument, in favor of transportation. The other arguments have been proven by trial in every section of the country and do not admit of question, though space is wanting here to enumerate or illustrate the advantages.

For these reasons I earnestly recommend specific legislation authorizing County Boards to discontinue small schools, where it is found advisable, and provide for the transportation of pupils, in wagons provided for the purpose, to central graded schools.

In the few counties in which consolidation and transportation have been tried, the general verdict is that the more important advantages accruing are the following:

1. Decreases the aggregate cost of rural schools, or gives greater efficiency at the same cost.
2. Secures to the pupils better instruction, better buildings and equipment, and longer periods of recitation.
3. Insures closer supervision by officials and stronger principals.
4. Conduces to better health and morals.
5. Continues in school country maidens liable to remain at home because of vagabond tramps or large bodies of employed negroes in certain localities.
6. Holds in school youth advanced beyond the curriculum and discipline of most small schools.
7. Relieves mothers anxious about their girls and children of tender years.
8. Eliminates truancy and diminishes irregularity.
9. Causes to attend many out of reach of a school without transportation.
10. Enhances the value of the instruction, because the larger the number of pupils the fewer the grades per teacher, and the more of himself the teacher is enabled to give to each pupil.
11. Awakens healthy rivalry through the inspiration of numbers.

12. Makes compulsory attendance more feasible and justifiable.

17.—GIVE STATE BOARD DISCRETION IN INVESTMENT OF STATE SCHOOL FUND.

On page 129 of the report of 1894, and again on page 53 of the report of 1896, the opinion was expressed that it was thought advisable to amend Section 267 of the Revised Statutes, so as to give to the State Board of Education more distretion in the investment of State School Funds.

But as this subject was somewhat fully discussed under sub-head "State School Fund," in Chapter II., it is deemed unnecessary to say more at this point.

18.—AID HIGH AND GRADED SCHOOLS.

While the State cannot provide too liberally for the maintenance of schools for the higher education of its youth, it should not be forgotten that higher education can be built only upon a foundation of elementary education. The strength of the superstructure will be measured by the soundness of the foundation. It should also be remembered that the great mass of the youth of Florida will never enter the State schools provided for higher education, and the intelligence of the citizenship generally must ever depend upon the elementary and secondary schools.

For these reasons, I recommend that provision be made for encouraging the establishment and maintenance of graded and high schools upon thorough standards of instruction which, in turn, necessarily implies full eight month's terms. These schools should remain under the management of county authorities, but it is eminently fitting that the State provide assistance for those complying with certain requirements and thereby maintaining a standard which would be an object lesson for the other schools of each county and a perpetual stimulus for every school to advance its standard. An appropriation making a definite amount available for any school complying with certain standards and continuing for three or four years, or long enough for the benefits to be seen, is recommended. The maintaining of a State stan-

dard, with or without appropriation, must involve inspection of the very highest order.

#### 19.—COLLECTION OF POLL TAXES.

With a population now of about 550,000, there can be no doubt but there are about 110,000 to 120,000 males subject to poll tax. From this number the State last year collected but 38,733 polls and 11,171 polls for previous years. It can hardly be doubted that the State schools lose annually some \$60,000 through the failure to collect the taxes provided for by law. The loss is not only in money due the schools, but it is no trifling matter that nearly two-thirds of the taxable persons of the State are evading a just and reasonable tax. This condition is a sad reflection both upon the manhood of the State which is willing to sacrifice the inestimable privilege of suffrage rather than share the responsibility of government; and no less a reflection upon the thoroughness of the county officials who fail to collect taxes, or the law which does not make it practicable for them to do so. It should be remembered that the payment of the poll tax is not only a pre-requisite for voting, but is also a pre-requisite for paying any other tax. It must, then, be true that several thousand personal property holders are paying no tax, and that a clear majority of the otherwise eligible voters of the State are disfranchising themselves to evade the paltry \$1 poll tax.

Hence, for moral and patriotic reasons as well as for the interests of the school system, it is thought that provision should be made for the more thorough collection of this tax. There appears no adequate provision for collecting poll taxes from those who have neither property nor patriotism. Yet, this class is the most expensive and dangerous of our population, including those commonly known as "turpentine and tie-camp negroes." It does seem that some effective means of assessing and collecting the poll taxes of people for whom schools must be provided, but who contribute nothing to the support of the government could be devised.

#### 20.—A \$2 POLL TAX—SEPARATE TAXES.

There is a growing sentiment favoring the unloading of negro education by separating the school taxes paid by

the races; or it is more talked in my presence for arguments' sake, as it is generally known that I always stand up for negro education in private conversation or on the platform. I could not do otherwise, since I sincerely believe to leave the negro in ignorance would be suicidal to the South, and to declare by any action a policy of opposition to the education of this people would discountenance the section before all enlightened people of the world, not to mention the moral and religious principles involved in the sight of God. But this is no place to meet the arguments of the opponents of negro education, but they are among us and while the best people belittle the idea that they will ever be able to change the fixed policy of the State on that question, yet they get in Legislatures and influence county tax levies for schools and the appropriations to schools, and are constantly gaining strength by appeals to prejudice and ignorance.

Of course, there is no way to reason with one who comes out flat-footed and says that he is opposed to educating the negro under any conditions for selfish considerations. It would be as foolish as to try to discuss religion with one denying the existence of the Saviour, or of God.

The great bulk of the opposition to negro education does not at present go to the extent of saying the race should receive no education at all, but protests against the whites having to carry all the burden.

I have given the matter considerable thought and it strikes me that now is the time to act and either gain a great educational advantage for both races, or show up duplicity in those who profess not to object to the negroes getting an education provided they pay for it.

Let the taxes paid by the races be separated and a \$2.00 poll tax be created and applied exclusively to the schools of each race, and its collection enforced. It is idle to say that the collection of this tax can not be made as certain as death if the ruling party really will it so.

Besides this poll tax, set apart for the negro schools all the property tax paid by the race, and their just proportion of the non-resident and corporation taxes, and the negro race would be put upon its metal, if it has any, and the last excuse of the whites for illiberal provisions for the schools would be knocked from under them. No

just man will hold that it would be unfair to give ~~the~~ negro schools an equitable portion of non-resident ~~and~~ corporation taxes, as most of the non-resident tax payers ~~are~~ are advocates of negro education, and the race is justly ~~entitled~~ entitled to its proportion of the railroad tax, for in ~~proportion~~ proportion to numbers and wealth it is the better supporter of the railroads. Their labor and wants largely create the tonnage of freight transportation, which the consumer finally pays, and the mania of the race to move around and go on "excursions" is too well known to hold that ~~it~~ it would be just not to allow them their proportional ~~part~~ part of railroad taxes, and so with other corporation taxes.

I proceed on the assumption that the dominant ~~race~~ would not and could not afford to be unjust. Make ~~the~~ separation of the taxes and do as has been outlined ~~and~~ the negro schools will get upon an average \$2.00 to where they get \$1.00 now, and the whites would be unfettered to make their schools as good as they might desire. ~~The~~ rivalry between the races in schools thus brought about would stimulate both races, or properly advertise ~~the~~ the vagabondism of the blacks before the world. I believe they would meet the competition to a surprising degree and its effect would tend to elevate their self-respect and self-reliance and make of them better citizens, too proud to be paupers upon the body politic. If not, the South would stand before the world and the bar of God as completely free of censure for not wanting to educate ~~this~~ this people, as for making no effort to educate their dumb animals.

I have no patience with the one who would not better the condition of the race, lest Anglo-Saxon supremacy is in danger. The virtue, wage-earning ability, and sense of responsibility and justice of the race in supporting the government, both in paying taxes and giving moral support to the laws, should be elevated through intelligence.

If this is not aimed at, what is proposed to be done? Consign the race to non-productiveness, leave it in vice and ignorance, and hand it down a dead load of pauperism for Anglo-Saxon posterity to carry forever?

It would be an act of justice and mercy to the race to compel the present generation to economize its lavish waste of time and foolish expenditure of its earnings and

devote a part of both in preparing the next to better take care of itself.

This is a fruitful subject, but enough hints have been thrown out to indicate my policy, hence the desire to say more must be curbed. My plea is for the best interest of the negro and the rights of those coming after us.

## 21.—ELIGIBILITY FOR SCHOOL OFFICERS.

Many States have enacted laws prescribing qualifications for eligibility to the office of County Superintendent, some for School Board members. The general claim is that these statutes have had influence in raising the grade of men put in these offices.

These prescribed qualifications should begin with the office of State Superintendent and embrace all down to Supervisor.

No one should be eligible for State Superintendent who does not possess a prescribed standard of scholarship, educational experience, character and native gifts; in scholarship, he should be able to take a State or Life Certificate, or be a full graduate of a reputable college or university; in experience, he should come through the office of City or County Superintendent or from the principalship of a school with standing and be developed by his direction of and contact with teachers; in character, he should be thoroughly temperate, honest and moral; in native gifts, he should especially be endowed with good common sense and first-class executive ability.

The character and native endowments of the County Superintendent should be similar to those of the State Superintendent, and the minimum scholarship requirement should be equal that of a large majority of the teachers under him, whose work he must supervise and whose professional character and reputation are largely in his keeping. To him his teachers must look more than to all others for just salary and promotion.

School Boards should be composed of the best men obtainable. One, at least, should have ability as a financier, the other two just and well-balanced men, possessing as much experience and ability as possible, enabling them to pass judgment upon the work of the school and the character and capacity of teachers. All should be at least sincere and thorough public school men to the ex-

ent of desiring to educate all youth; so thoroughly committed to their work as to rise in all their aims and doings above politics, denomination and commercialism. Politics in schools in any shape is damnable, but the spirit of commercialism in a Board member, if possible, is even more dangerous and unconscionable. As love of money is the root of all evil, so is the school officer possessed of an inordinate desire to turn everything to his financial gain.

Where unfit school officials hold sway, there will be found little appreciation of public schools, much friction in administration, embarrassing debts without offsetting property or other adequate returns, and a weak, indifferent and dissatisfied teaching force, neither aiming or striving to accomplish much.

The County Superintendent is decidedly the most important link in the whole chain; he is the middle link; neither the State Superintendent can accomplish anything, so far as a county is concerned, on the one hand, nor the School Board and subordinate officers on the other, unless this connecting link be just what it ought to be. The teachers and other county officers will be largely as he, by his worth, is able to shape them; the officers above him can be of service to a county only as they can influence and work through him.

As I have said before, this office is too important to be left to chance, political jugglery, or to any unworthy consideration to fill. The most capable and peculiarly adapted man to be found for the work should be selected and kept in office until it is certain that a better one can be had.

The door to the office is too wide when the statutes restrict only drunkards; one may be sober, yet a moral leper; another an all-round good fellow and withal a Christian gentleman, and yet disqualified by disposition, habit, experience and education to meet any of the essential requirements of that all-responsible position.

## 22.—COMMISSION TO RECAST SCHOOL LAWS.

Attention has been called heretofore to defects in the school laws, which show evidences of patch work. The general outline is admirable, but a careful study of them will reveal the fact that one part is out of harmony with



another and not always connected, full, or explicit; much of it is vague, meaningless, superfluous, or obsolete. It should be recast, perfected, codified, and enacted as one whole.

This commission should be composed of ten men, all sincere friends to public education and each among the best of his class; two Senators, three Representatives, two County Superintendents, two teachers, and the State Superintendent.

It should be allowed a small amount for expenses and be given until the next session of the Legislature to learn educational conditions in the State, to investigate the laws and educational conditions of other States, and to prepare and submit one bill covering the whole subject of the public schools.

Why create a Commission with some expense attached to do this work? Is not this the business of the State Superintendent, is he not capable of formulating such a bill? Yes, and no. The Commission of wise men is necessary not only to acquaint themselves with conditions and draft the bill, but to give it such weight that it would pass both Houses. The bill would be of such length that it would be cast aside without due consideration unless such endorsement were back of it, and there were men in each branch of the Legislature familiar with its general harmony and the purport of every detail, ready and prepared to explain and defend the measure.

The State Superintendent does not assume to have sufficient wisdom to draft a perfect school law, progressive and reflective of the best educational thought of the age in all of its details. If he were capable and should do so, there is little surety that the bill would pass.

This Commission is asked with the hope and aim of scoring a complete triumph for the general good of education without any clogs in the nature of personal and selfish interests. The schools have been eleemosynary institutions too long for public good. The spirit of the times demands that the good of the child rather than of those in the business for pecuniary benefit should be made the first consideration.

The principle is now being recognized everywhere that the chief function of State is free education and its most sacred obligation is to her children.



The school system is the most sensitive, complicated, and by far the largest and most costly part of State machinery. The teachers largely out-number all other officials, their duties surpassing all others in delicacy and far-reaching consequences, extending to the adults as well as to the youth of every household, their official relation not occasional, but of daily contact, the personal character as well as the daily work of each under constant supervision of child and parent if not of official. Every teacher must be exemplary in life, honest, industrious, suited in his place and his peculiar work, and thoroughly capable of discharging the duties of his position, and withal of the highest moral character and possessing an equable disposition. In what other civil position is so much virtue or excellence indispensable?

Even in so small a State as Florida, there are about 3,000 teachers, each having certain official relations with the State Department; and besides these, there is nearly an equal number of Supervisors and Trustees with minor but important duties to perform; of late years, 45 Grading Committees; then 135 members of School Boards and 45 County Superintendents. the last two with numerous and responsible duties to perform involving every person between the cradle and the grave—they disburse for the benefit of all the largest fund raised by taxation.

These over 6,000 persons, in a sense, constitute the official family of the Department of Public Instruction, and look to the State Superintendent for rules, regulations, direction, and counsel. His official duties do not end with these; any pupil, parent, or friend of education makes free to appeal to him for redress of their grievances, and otherwise consult him at will.

There is a connection and a more or less intimate relation between all of these and the Department of Public Instruction. The law should be so well adjusted as to create the least friction between the members of so large an official family, and so explicit and easy of interpretation as to leave no one in doubt as to the particular functions of his position.

While the law should explicitly prescribe the qualifications and duties of each one in this Department, from the State Superintendent to pupil; it should also be sufficiently restrictive to exclude from any position, from the

highest to lowest, any person not qualified by disposition, skill and knowledge to render the best service in the particular position to be filled.

Too much school legislation has been attempted by novices, often at the instigation of persons whose range of vision in educational affairs was circumscribed, and oftener under the incitement of those with a personal ax to grind, little caring who was injured so that a present personal advantage was gained. To the latter class belong those seeking the right to teach by special legislation, or by retrograde laws prescribing long terms and small qualifications for low grade licenses.

It is for these reasons that it is confidently believed that a few hundred dollars could not be more wisely spent than in providing for a Commission, constituted as prescribed above, to investigate, discuss and formulate a general educational bill to present to the next Legislature for enactment. The very best is barely good enough for Florida, and I have little hope of seeing anything like a wise and progressive school law enacted in this State unless some such step be taken to secure it. No one or two men are capable for this responsible work, and the cost is a mere bagatelle in comparison with the large annual school expenditure in the State, much of it by no means making as profitable returns as the State has a right to expect. The enhanced value of the schools conducted under a proper law for one year would more than compensate a hundredfold for the small cost of the Commission.

### 23—CERTIFICATES FOR TEACHERS IN STATE INSTITUTIONS.

It is not within the province of the State Superintendent, nor is it the desire of the present incumbent of that office to interfere in the slightest degree with the administration of affairs of the State Institutions other than those directly controlled by the State Board of Education.

It must be admitted by all, however, that the State Superintendent of Public Instruction should be empowered by proper legislation to make it impossible for a poorly qualified teacher to hold a position in any State Institution of Learning.

It is the sacred duty of the State to guarantee to every

student of each State school from the kindergarten to the university thoroughly educated teachers in every grade or department. A student's time is too precious to be wasted by poorly educated teachers.

It must be admitted by all that no teacher can do good work as a specialist who does not possess at least a fairly liberal education. The scientist must know language and mathematics. The historian cannot interpret history without a knowledge of science.

Lack of space forbids further discussion, but no educated man can deny or question the truth of the general proposition

While not questioning the integrity of any member of any board of trustees of any State Institution, we are safe in saying that incompetent teachers and professors do frequently secure places in such institutions.

While we believe that no member of any faculty of any of our State Schools should possess less general knowledge than is required to obtain a State certificate under our present law, we would most respectfully urge and insist that a law be passed making it necessary that each member of the faculty of each of the State Institutions for higher education in the State of Florida, now established or that may be hereafter established, shall obtain from the State Superintendent of Public Instruction a certificate embracing not fewer branches that are now comprehended in the requirements for a first grade county certificate together with such additional branches as that teacher or professor may teach in said institution. In my opinion each of the presidents or superintendents of the State Institutions of higher education, now established or that may hereafter be established, should hold a certificate of not lower rank than a State Certificate issued under our present law.

#### 24.—INDIAN WAR CLAIM FUND.

It is conceived to be the privilege and duty of the head of any Department of State to contend for what is thought to be the rights of that Department, it matters not who may be on the other side of the question.

If only \$88,362.11 of the Indian War Claim Fund be restored to the State School Fund, it will be a crime, as I see it, against the children of the State, in that it robs

them of thousands of dollars which in law and equity belong to the school fund. It will also be violative of the spirit of the Act of Congress, approved March 3, 1845, supplemental to the act for the admission of Florida into the Union, which granted five per cent. of the net proceeds of the sale of lands within the State for educational purposes; also violative of the Constitution of Florida (Sections 4 and 5, Article XII) which places this five per centum of the sales of said lands in the State School Fund and makes its principal sacred and inviolate.

In the settlement of the Indian War Claim, the State paid to the United States seven per cent. interest on the \$132,000 Indian Trust Fund bonds, issued in 1857, and in turn the United States paid the State seven per cent. on the \$261,943.31, being the expenses incurred by the State in suppressing Indian hostilities, from January 1st, 1858; the difference in the sum of principal and interest of these two amounts constituting practically the \$692,946.00 received from the general government and held as the Indian War Claim Fund.

The State failed to pay the interest due on the \$132,000 Indian Trust Fund bonds held by the United States between July 1st, 1862, and November 26th, 1873; the United States withheld \$109,494.23 of the State's fund and applied it to the payment of this over-due interest.

Of this \$109,494.23, the amount of \$80,072.42 was five per cent. of the sales of lands within the State and belonged to the principal of the State School Fund, which is a sacred and inviolate fund, and in no wise responsible for the failure of the State to pay interest on its Indian Trust Fund bonds. If this interest had been paid the State, the \$80,072.42 could have been demanded, would have been received and invested in interest bearing securities like all the other State School Funds held at that date.

In adjusting the counter claims, the United States allowed the State seven per cent. interest on the whole sum of \$261,934.13 from January 1st, 1858, to January 1st, 1901; then seven per cent on \$132,000 of it from January 1st, 1901, to June 30th, 1902, (date of settlement); six per cent. interest on the balance, \$129,934.31, January 1st, 1901, to June 30, 1902—practically seven per cent on the whole amount for the whole time.

But in deducting the \$132,000 owed by the State, interest thereon was computed from November 27th, 1873, instead of July 1st, 1862, because \$109,494.23 of the State's School Fund and other funds had been applied to this interest between July 1st, 1862, and November 27, 1873.

Now will the State receive seven per cent. interest from the United States on the debt due the State, pay seven per cent. interest on the debt owed by the State because it was impossible to avoid it, and then turn to a sacred and inviolate fund used in this settlement, which was deprived of any income for thirty years and say: "'Lo, there thou has that is thine,' the principal is thine but no interest will be paid you as you are powerless to compel payment?"

Certainly the State can not afford to deal out less than even-handed justice to this sacred and inviolate fund, belonging to her youth, or less than she received at the hands of the United States government; the Act of Congress in determining the rate of interest to be paid the State on its claim, said: "No greater rate of interest shall be allowed the State of Florida than said State has paid, is obligated to pay, or has lost in connection with said account." The last clause is the one that applies.

After the just and legitimate amount due for services of those who aided in the collection of this Indian War Claim Fund, the next most sacred and equitable claim against this fund is the principal with interest thereon withheld from the school fund.

As a question of equity, it is believed that it would be just to contend for interest on the whole \$80,072.42 from November 27, 1873, the date to which the State was relieved of the payment of interest on \$132,000 of her Indian Trust Fund bonds because of the several State funds applied to the payment of accrued interest on those bonds. The general government having decided upon the policy of withholding these funds belonging to the different funds of the State, more than likely took its own time in applying these accumulating funds to that purpose.

While this will not be demanded, as there is no desire to contend for one cent that is not clearly defensible and just, still I am unable to see upon what principle of justice and equity it can be held that the school fund should not receive from this Indian War Claim Fund the prin-

principal with interest thereon of each sum from the date the general government made settlement, or gave the State credit on Indian Trust Fund bonds, as shown below. The interest is calculated on the principal of each amount withheld from the date of its credit on the State debt to June 30, 1902, (date of settlement of the counter claims) at seven per cent. interest as follows:

	Principal	Interest	Amount
June 8, 1882.....	\$ 4,186.83	\$ 5,879.47	\$10,066.30
June 27, 1884.....	11,231.28	14,157.96	25,389.24
January 24, 1885.....	16,580.94	20,234.27	36,815.21
March 15, 1887.....	6,902.18	7,388.21	14,290.39
April 10, 1888.....	8,868.53	8,829.11	17,697.64
November 8, 1888.....	31,683.02	30,260.80	61,943.82
December 28, 1889.....	619.64	542.42	1,162.06
<b>Total.....</b>	<b>\$80,072.42</b>	<b>\$87,292.24</b>	<b>\$167,364.66</b>

This shows of the \$80,072.42 of inviolate school fund applied to the State's debt, that there is now justly due that fund \$87,292.24 interest, or a total of \$167,364.66.

Suppose the State had borrowed or gotten the sum of \$80,072.42 from any other source, except from State funds proper, to apply to the payment of interest on her bonds, would she not have readily agreed to pay interest? Is it not a fact that the State has frequently borrowed from this sacred State School Fund for various purposes; for taking up notes given to individuals, and upon her own notes when there existed a deficiency in the funds applicable to State purposes; and has she ever done so in any instance without paying to this fund the current rate of interest?

Add to the \$167,364.66 above, the \$8,289.69 indebtedness withheld from the State School Fund by reason of the State's indebtedness to the United States, and the amount is \$175,654.35, which, after the exception made above, stands as a first obligation against the Indian War Claim Fund in all equity. This claim should be met in full before any other State debt is paid or any application of it is made for other educational purposes, good roads, or any other, however wise or just.

If it is desired to be absolutely fair and just in the ap-

portionment of this large Indian War Claim Fund, I fail to see the injustice in paying interest to the school fund on each of the sums withheld by the general government and not applied to interest indebtedness from the time adjudged as due the State until June 30, 1902, as it was the State's failure to pay interest on her bonds that furnished the excuse for withholding these funds and caused the loss of income on \$8,289.69.

The following shows the date, the amount of each settlement, with interest thereon at seven per cent., and the total amount of this \$8,289.69, if interest be also allowed upon it:

	Principal	Interest	Amount
April 6, 1872.....	\$4,063.75	\$8,600.25	\$12,664.00
December 5, 1881.....	2,170.58	3,125.33	5,295.91
January 8, 1892.....	221.58	162.50	384.08
May 17, 1893.....	632.16	403.55	1,035.71
May 29, 1894.....	298.14	168.75	466.89
February 27, 1895.....	278.36	143.05	421.41
December 5, 1895.....	111.79	51.41	163.20
January 27, 1897.....	162.98	61.89	224.87
April 5, 1898.....	56.51	16.75	73.26
January 16 1899.....	50.66	12.25	62.91
January 25, 1900.....	22.06	3.75	25.81
April 5, 1901.....	91.93	7.95	99.88
April 25, 1902.....	129.21	1.63	130.84
Totals.....	\$8,289.69	\$12,759.06	21,048.75
Add the \$80,072.42 with interest thereon.....			167,364.66
Total due School Fund .....			\$188,413.41

Nothing less than \$175,654.35 from the Indian War Claim Fund will, in my judgment, cancel the State's obligation to the State School Fund, and a more equitable settlement would be to give it \$188,413.41.

*Other Disposition of \$200,000 of this Fund.*—After restoring to the school fund what is claimed above as justly due it, it is my opinion that no wiser disposition could be made of \$200,000 of this Indian War Claim Fund than to place it at the disposition of the State Board of Education to lend to the counties on safe securities for twenty years at three per cent. interest, to encourage the establishment and maintenance of strictly secondary



**schools. Such schools are the missing links in our State and county systems, they are needed to uplift the common public schools and as feeders for the institutions for higher education in this State.**

**The State debt held by the school funds and costing only three per cent. interest alarms or burdens no one.**

**If any considerable amount of this fund be applied to good roads it would hardly be sufficient to inaugurate the spirit of road building, the roads would soon need rebuilding, and the fund would appear after a few years to have vanished without conferring any lasting benefit upon any one.**

**But set apart \$200,000 of it for such schools as have been named, and, if wisely applied, the cycles of eternity will barely compass in extent and duration the good that may be done with that much of that fund.**

**Three per cent. is what the State is paying for the permanent State School Fund, which should be all that should be charged the counties that desire educational advancement.**

**This loan should be for twenty years, when all of it may be gathered in and applied to the enlargement of a State University. It will take at least twenty years and the wise use of that much fund to reach the necessity for a State University in fact as well as in name.**



## CHAPTER XIII.

# Educational Status and Expenditures in Florida by Sections.

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As has been stated there is a marked difference between the counties and sections of the State in the estimation placed upon the public schools, as judged by the condition of the schools, the apparent interest in them, and the amounts collected and expended for them. This difference between the counties can be seen by investigation of Tables in Chapter III and IV.

Statistics are introduced to show this disparity in the sections of the State. It can not be accounted for by inequality in wealth alone, if actual values in real and personal property be considered. The tax books may show that the most beautiful and fertile lands in the State are in certain counties assessed for much less than poor and barren lands in others. Any one familiar with the State knows that it would be quite misleading to consult tax lists to ascertain the financial ability of several counties to support schools.

But accepting the figures obtained from tax returns, the following exhibit is made of the educational status by sections of the State. The State has been divided into five parts of nine counties each.

The counties composing each section and the name by which it will be designated now follow:

West Florida—Calhoun, Escambia, Franklin, Holmes, Jackson, Liberty, Santa Rosa, Walton and Washington counties.

Middle Florida—Gadsden, Hamilton, Jefferson, Lafayette, Leon, Madison, Suwannee, Taylor and Wakulla counties.

North Peninsular Florida—Alachua, Baker, Bradford, Clay, Columbia, Duval, Nassau, Putnam and St. Johns counties.

Central Peninsular Florida—Citrus, Hernando,

Levy, Marion, Orange, Pasco, Suinter and Volusia counties.

South Peninsular Florida—Brevard, Dade, DeSoto, Hillsborough, Lee, Manatee, Monroe, Osceola and Polk counties.

The sections as thus constituted will be designated by the abbreviated titles West, Middle, N. Pen., C. Pen. and S. Pen., each meaning nine counties of the State.

<i>Total Population.</i>		<i>School Population.—White. Negro.</i>		
West	..102,223	31,132	21,281	9,851
Middle	..107,392	36,883	13,874	23,009
N. Penn.	139,978	40,164	20,632	19,532
C. Pen..	83,320	25,236	14,938	10,248
S. Pen...	96,029	28,013	22,576	5,437
<hr/>		<hr/>	<hr/>	<hr/>
In State.	582,942 (Census 1900)	161,428	93,851	68,077

<i>SCHOOL ENROLLMENT.</i>				<i>AVERAGE DAILY ATTENDANCE.</i>		
	<i>Total.</i>	<i>White</i>	<i>Negro.</i>	<i>Total.</i>	<i>White.</i>	<i>Negro.</i>
West ...	21,860	15,214	6,646	13,962	9,724	4,238
Middle .	25,085	11,099	13,986	17,728	7,304	10,424
N. Pen.	27,468	15,710	11,758	18,318	10,367	7,951
C. Pen.	18,383	11,143	7,240	13,011	7,900	5,111
S. Pen..	19,588	16,375	3,213	13,145	10,988	2,157
<hr/>		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
In State	112,384	69,541	42,843	76,164	46,283	29,881

<i>ASSESSED VALUE OF TAX- ABLE PROPERTY 1902.</i>		<i>EXPENDED FOR SCHOOLS.</i>		
		<i>Total.</i>	<i>White</i>	<i>Negro.</i>
West..	..\$15,320,113 <sup>a</sup>	\$103,648 <sup>a</sup>	\$ 84,055 <sup>a</sup>	\$ 19,593 <sup>a</sup>
Middle ..	12,410,277	94,907	67,728	27,178
N. Pen...	25,148,241	239,110	171,510	67,599
C. Pen. ..	19,478,300	149,941	120,322	29,618
S. Pen. ..	25,194,261	205,310	185,151	20,159
<hr/>		<hr/>	<hr/>	<hr/>
In State..	\$97,551,192	\$792,918 <sup>b</sup>	\$628,769 <sup>b</sup>	\$164,149 <sup>b</sup>

<sup>a</sup> Cents omitted.

<sup>b</sup> Cents included.

AGGREGATE DAYS SCHOOLING GIVEN.

	Total.	White.	Negro.
State.....	1,338,812	955,271	383,541
West.....	1,534,719	672,781	861,938
Middle.....	2,002,782	1,209,400	793,382
N. Pen.....	1,470,787	950,453	520,334
C. Pen.....	1,618,181	1,364,770	253,411
S. Pen.....			
	<u>7,965,291</u>	<u>5,152,675</u>	<u>2,812,616</u>

AVERAGE DAYS SCHOOLING GIVEN FOR EVERY CHILD OF SCHOOL AGE.

	Both.	White.	Negro.
State.....	43	45	39
West.....	42	48	38
Middle.....	50	54	41
N. Pen.....	58	64	51
C. Pen.....	58	60	47
S. Pen.....	—	—	—
		55	41

In State.....49

Amount Expended for Schools on Every \$100 of Property Assessed.

West.....	68 cents
Middle.....	77 cents
N. Pen.....	95 cents
C. Pen.....	77 cents
S. Pen.....	81 cents
The State.....	<u>81 cents</u>

School Taxes Paid on Every \$100 Property Assessed.

West.....	56 cent
Middle.....	63 cent
N. Pen.....	63 cent
C. Pen.....	75 cent
S. Pen.....	70 cent
The State.....	<u>66 cent</u>

AVERAGE PER CAPITA COST OF SCHOOLS.

Per Inhabitant.

West.....	\$1 01
Middle.....	88
N. Pen.....	1 78
C. Pen.....	1 80
S. Pen.....	2 03
In State.....	<u>\$1 41</u>

Per Youth of School Age.

	Both	White.
State.....	\$3 33	\$3 95
West.....	2 03	4 88
Middle.....	5 95	8 31
N. Pen.....	5 94	8 03
C. Pen.....	7 33	8 20
S. Pen.....		
	<u>\$4 77</u>	<u>\$6 52</u>

	<i>Per Pupil Enrolled.</i>			<i>Per Pupil in Daily Attendance.</i>		
	<i>Both.</i>	<i>White.</i>	<i>Negro.</i>	<i>Both.</i>	<i>White.</i>	<i>Negro.</i>
Vest... ..	\$4 74	\$5 52	\$2 95	\$ 7 42	\$ 8 64	\$4 62
iddle. . .	3 74	6 10	1 95	5 35	9 27	2 61
. Pen....	8 71	10 92	5 75	13 15	16 54	8 52
. Pen.....	8 15	10 80	4 09	11 52	15 23	5 80
. Pen... ..	10 48	11 31	6 27	<del>15 62</del>	16 67	9 35
<hr/>						
a State..	\$7 05	\$9 04	\$3 83	\$10 41	\$13 60	\$5 49

The above statistics furnish abundant food for reflection, but no comment will be made further than to remark that one or two sections of the State show up well in educational condition and expenditure with many of the sisterhood of States.

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